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ABSTRACT

This manual presents lesson plans for a first year course in spoken English for Navahos, based on one hour of instruction five days a week. A sample lesson is presented for illustration. The instruction outlined for each week is so structured as to provide a maximum number of exposures to a given sound. In view of this, it is suggested that the lesson plans be considered basic, required material that must be presented. The manual concentrates on phonics, cultural enrichment through the presentation of prose and poetry, and exercises to increase skills in spoken English. Included are plans for work in the language laboratory. (Author/SK)

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A COURSE IN SPOKEN ENGLISH FOR NAVAJOS

FIRST YEAR PROGRAM



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LANGUAGE LABORATORY NO. I

for

A COURSE IN SPOKEN ENGLISH FOR NAVAJOS

Designed for Navajos with 3rd to 7th grade reading achievement
who are learning to speak English as a second language.

Prepared by Vincent DeNunzio, Education Specialist
Intermountain School, Brigham City, Utah

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INSTRUCTIONAL MANUAL

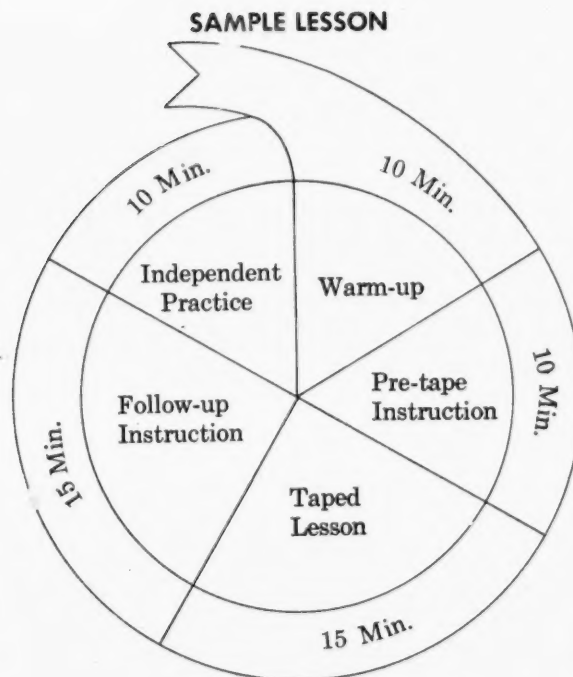
for

First Year Program

Each section of this manual contains material for an entire week (one hour per day for 5 days). The teaching methods used to present the lesson content are optional. The sample lesson is given as an illustration. It is the E.S.L. teacher's responsibility to adapt the material to pupil needs and to his or her manner of teaching. Since it is presumed that persons teaching English as a second language have prior E.S.L. training and experience, considerable program preparation is left to their responsibility. However, it is expected that all lesson content will be thoroughly presented to avoid omissions in the students' program.

The instruction outlined for each week is so structured as to provide a maximum number of exposures to a given sound pattern drill. In view of this, it is suggested that the lesson plans be considered basic required material that must be presented. Constant referral to the teachers' manual for the whys and hows to present the program is highly advisable.

The sequence and content of this guide is the result of many ideas, many hours of research and a number of years of use with Navajo students. The success of your program is dependent on the ability of each team member to complete each part of the program as prescribed; then supplement and enrich to provide necessary reinforcement.



The Voiced "TH" Sound /ð/

Time Allotment: Approximately 10 minutes

Purpose: To put the class at ease and create a comfortable and informal speaking climate.

Procedure: Select easy excerpts for choral and individual reading. Provide each booth with a folder of selected readings, and a series of booklets graded according to reading difficulty. Published materials that are two or three levels below the students' silent reading levels offer the most effortless speaking practice. This may also be adapted to a classroom lesson.

Time Allotment: Approximately 15 minutes.

Purpose: Student response to the taped lesson.

Procedure: For this portion of the lesson, posture and alertness are particularly important. Insist on strong, clear responses and careful listening. Play the tape and take note of students who are having difficulty. Follow-up coaching may be indicated. Do not interrupt the class unless the majority need help, or unless a scripted direction needs clarification.

Monitoring During The Taped Lesson

Try not to correct the individual during the taped lesson unless it is absolutely necessary. The tapes are deliberately structured with reinforcement of responses. This eliminates the need for added correction. A well meaning teacher's interjection may disrupt the sequence of the learning. It may interfere with the critical listening so necessary to self-evaluation development. Most importantly, it may fluster the speaker and violate the privacy he values most about this kind of language learning. The inclination to correct during the taped lesson should be carefully evaluated. Necessary comments should be made as swiftly, softly, and tactfully as possible.

During the taped lesson, the teacher concentrates the monitoring on the content of the lesson proper. He disregards all mistakes unless they pertain to the present or a previous lesson. The instruction is programmed in sequence, and reviews prior learnings. The monitor does not superimpose another program of his own by burdening the already demanding and intensive session.

One new skill at a time. The beginner is undertaking a slow, tedious task. He will make many, many mistakes, over and over and over again. Before he is through, he will muster all of the patience he can. The teacher must supervise this learning with patience and kindness. One wrong critical word in this delicate personal exchange could alienate the learner, and could destroy **desire** — the indispensable ingredient.

Everyone learns to speak. The impatient instructor does well to recall how long it took him to speak a second language.

Time Allotment: Approximately 15 minutes.

Purpose: To provide instructional follow-up to the taped lesson.

Group Instruction

Procedure: Take evaluative notes during response to the taped lesson. Call attention to the general problem areas and demonstrate corrections to the class. If the class can profit by the practice, repeat the entire tape or excerpt therefrom.

The taped lesson is always subordinate to the teacher's judgment. The effectiveness of the taped lesson ends when it fails to teach. It may be repeated, expanded, abbreviated, excerpted or omitted at the teacher's discretion. Appraisal of the learners' needs at any given time will determine how best to use the tape. Adaptability to the progress of the student, rather than adherence to a fixed program, determines course content and procedure. Without this kind of flexibility, the course becomes automated enough to remove the teacher and impersonalize the instruction enough to sterilize the learning.

Individual Instruction

For the optimum use of a language laboratory having listen-record-compare facilities, the independent practice of the students requires careful control. Listening becomes more meaningful when the pre-tape instruction previews the lesson and the practices of perception and discrimination follow. The instructor directs aural-attention to specific sounds or patterns. Obviously, the worth of listening and comparing sessions is questionable until the learner involves himself in critical self-evaluation. To expect this kind of educational maturity from most adolescents is less than realistic unless constant teacher guidance is assured. Not until the student acquires some demonstrated speaking proficiency in the second language and some discerning listening habits will he derive instructional value from either recording or comparing.

Laboratory equipment enables the teacher to communicate privately with any one student without interfering with group practice. The one-to-one communication affords opportunity for private personalized help. The suggestions and corrections are made more purposeful by carefully directing the self-evaluation until the student recognizes mistakes on his own. For example:

Teacher: "Play back that last sentence, Bill, and listen carefully for final 'S' sounds.

Bill: (Plays back and listens to the sentence.)

Teacher: "What's wrong?"
 Bill: "I dropped the 'S' when I said, 'Jim drives to town.'"
 Teacher: "Good, go back and listen to it again."
 Bill: (Plays back and listens to the same mistake.)
 Teacher: "Turn off the tape. Say after me, 'Jim drives to town.'"
 Bill: "Jim drives to town."
 Teacher: "Jim likes to dance."
 Bill: "Jim likes to dance."
 Teacher: "Jim plays basketball."
 Bill: "Jim plays basketball."
 Teacher: "Jim takes the bus."
 Bill: "Bill takes the bus."
 Teacher: "Now, go back to the tape. Start with 'Jim drives to town' and practice the next ten or fifteen sentences. Then, listen to yourself. What are you keeping in mind?"
 Bill: "The final S."
 Teacher: "All right, you may begin. Stay with it until you're satisfied."

The monitoring technique makes no new demands on the teacher. He maintains firm and sympathetic rapport in an intense and personalized one-to-one relationship. He is quick to recognize the need for encouragement, especially with the more introverted students who are slow to lose their self-consciousness. He tries to preserve the enjoyment of learning by keeping a balance between supervised and independent practice.

Time Allotment: Approximately 10 minutes.

Purpose: To provide independent speaking practice.

Procedure: Assign a practice sheet that reinforces the lesson or suggest one of the readings in the student folders. The students enjoy the relative freedom of this final portion of the lesson. A few suggestions may be helpful in directing this activity so that the learning may be enhanced:

The teacher insists on strong, clear voices.

He encourages speakers to read with expression.

The students will be more comfortable with the familiar selections that they have practiced at the beginning of the lesson, or that they have heard from a model tape.

During the first weeks, the students will profit most by reading only selections which the teacher has first read aloud. The last ten minutes is an active session. The learners are either speaking or thoughtfully listening. The teacher unobtrusively supervises this busy climate until he dismisses the class.

During the reading of a selection, the teacher cues the readers by calling for responses. These may be varied so that response is choral, individual or grouped. Students are expected to read at a brisk pace in strong clear voices. The teacher's model reading beforehand helps to encourage intonation, a welcome dividend to the pronunciation and fluency practice. Repetition of the same sentence or paragraph is necessary until the rendition is acceptable.

Careful choice of short, interesting topics will help to sustain motivation. Speaking familiar sentence patterns that are unhampered by difficult vocabulary and structure renders this warm-up exercise beneficial.

Time Allotment: Approximately 10 minutes.

Purpose: Articulatory help in pronouncing /ð/ sound. (Voiced TH)

Procedure: Use a prepared diagram or chalkboard to show the students how the sounds are articulated. Demonstrate the tongue position. Small mirrors in the booths are helpful.

Compare articulation differences between substituted distortion of the Navajo /ð/ and the English /ð/. Have the students listen to the difference. Elicit responses from individuals by asking for mimicry of English words with the /ð/. Cue the class with the first word of a minimal pair and ask them to substitute with the /ð/.

For example:

"I'll say, 'dare'; you say, 'there'"

"I'll say, 'den'; you say, 'then'"

Teacher: "dare"

Students: "There"

Teacher: "Den"

Students: "Then"

Teacher: "Ladder"

Students: "Later"

Ask for mimicry and say a series of words with /ð/ in the initial, medial and final positions. Again, repetition is indispensable.

FIRST YEAR PROGRAM

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LANGUAGE LESSON PLANS

LAB I

FIRST WEEK

SESSION 1	LANGUAGE LEARNINGS	CLASSROOM ACTIVITIES	SUGGESTED PROCEDURES	MATERIALS
	Orient to lab. Explain expectancies: promptness behavior booth upkeep personal grooming achievement progress	Inform classes about the purpose of lab instruction, their schedules, and the necessity of promptness. No pencils, books, materials needed at the lab.	Explain and familiarize classes with the operation and upkeep of booths. Demonstrate use of equipment. Arrange seating plan. Provide for attendance check. Refer to sheets on: Sample apportionment of lesson time, and bibliography.	Use <i>Tape O-1-V</i> : <i>Mechanical Orientation</i> : For teachers: suggestions for lesson preparation suggested readings
SESSION 2	Evaluation Administration of oral and written tests for screening: interview listening discrimination grammatical structures pronunciation free expression tense concepts writing expression reading	Administer Test Tape 8910-W with tape-recorder and overhead projector. Use form 8910-W for student test answer sheets and <i>Tape Script</i> 8910-W for preview to administering. Teacher readiness is important for proper sequence of the 15 transparencies, to be viewed in order at 8-second intervals.	Administration of <i>Test Tape</i> 8910-0 for screening of spoken English ability. Use series Reading Excerpt in each booth. Sample one-third of the class by designating every third student on the roster and providing him with a fresh 5" tape. See <i>Script</i> 8910-0.	Test Tape 8910-W Test Tape 8910-0 8910-W Answer Sheets 8910-0 Readings 15 transparencies 8910-W, O scripts Tape recorder Overhead projector
SESSION 3	Teach the "short i" sound, as in <i>hit, sit, it is</i> (by way of introducing a sample articulation lesson).	Chalkboard instruction with choral follow-up. <i>Script P-1-V</i> provides a sampling of lesson content. <i>Speak-Sheet P-1-V</i> supplements the lesson. Consider reinforcing the lesson with short written dictation involving vocabulary and sentence patterns.	Pronunciation drills. Question-answer patterns. Listening discrimination: /i/ as in <i>hit</i> ; /iy/ as in <i>heat</i> . Repetition and reinforcement of /i/ in vernacular sentences.	<i>Tape P-1-V</i> : <i>Short i Sound</i> <i>Speak-Sheet P-1-V</i> : <i>Short i Sound</i> Introduce Foss's <i>House by the Side of the Road</i> . Use model tape.

WEEK'S LESSONS FOLLOW

Tape O-1-V

ORIENTATION

Welcome to the language laboratory. You are listening to a tape that was prepared to help you become familiar with the booth and equipment. You will want to know how the lab can be of most help during this course, and what you can do to keep it in the best working order. You're going to find this equipment an enjoyable learning tool that is simple to use. Try to keep in mind that other students will be sharing this fine machinery with you. Give it the same respect you would like others to give.

First, let's examine the controls. When I mention each part, place your hand on it to be sure you've located it. If you need any help, raise your hand. In front of you, on the tape desk, you see two reels. The one on your left is the supply reel, and the one on your right is called the take-up reel. This tape lets you record the lesson and your own voice.

You'll notice that the tape is white at the beginning. This is called a white leader, and is used to mark the beginning. You cannot record on this white leader.

In between the reels in the center of the tape deck is a counter with numbers to let you know how much tape you have used. The numbers are on "000," and this shows the beginning of the tape.

Now, if you will look to the right of the front panel, you will see a black knob marked "Loudness." This is a volume control. I am going to count to five; you turn it to the right now, and set the volume till you hear it clearly.

Now before we turn the tape back to the beginning, listen closely to the directions. Do *NOT* turn the switch until I say "go." You will press in the selector, turn the handle to the left "REWIND" position. Then wait until you see the brown tape come back to the white leader. As soon as the tape reaches the white, turn to "STOP." This white leader is the beginning of the reel. All right, get ready, "go." Press down, turn left to "REWIND." Stop on the white When your tape is back on the white, raise your hand please.

Now you are ready to record your voice. Move up close to the microphone. Adjust the gooseneck until the microphone is about 3 inches from your mouth Let's check the knife-switch. It should be on yellow. Now without pressing down on the selector switch, turn the handle to the right to "RUN" All right, we're ready.

I will ask some questions about yourself. You answer in a strong, clear voice.

What is your name?

Where is your home?

What grade and school do you attend?

Now let's try a short drill. The purpose of this drill is to give you practice making negative statements. I will say "I am working." You will answer, "I am not working." Then you will hear the correct answer, and you repeat the correct answer.

Let's try a few.

I am working I am not working

I am talking I am not talking

John's thinking John is not thinking

Mary is studying Mary is not studying

Under this volume control is a silver headed switch, called a "knife-switch" that slides from side to side. This switch should be over to the right with the yellow light on. This yellow light lets you record your own voice. The green light lets you listen to your voice. We won't be using the red light until later.

Now let's look way over to the left at the bottom of the panel. You see a black switch with words underneath. One word says "REWIND," the middle word says "STOP," and to the right are the words "RUN" and "FAST FORWARD." This selector switch makes the tape go forward, go backward, or stop.

Just to get used to this switch, try turning it to the right without pressing on it, to where it says "RUN," we'll wait for you Now, turn it back to "STOP," all right, again, turn it to "RUN" You see, this makes the tape go forward. Now, turn it back to "STOP."

Now, press down on the selector switch and turn the handle to the right "FAST FORWARD" position All right, back to "STOP." You see what happens. Try it again. Press in, and to the right. "FAST FORWARD" All right, back to "STOP."

Now before we try the "REWIND" position, remember that this makes the tape go backward. So quickly bring it back to "STOP," or the white leader will come off the take-up reel. Let's try pressing in the selector switch and turning it to the left, "REWIND," back to "STOP."

Press in and turn to the right, "FAST FORWARD" back to "STOP." Now press in and turn to the left, "REWIND", back to "STOP." Now, here's something different:

I will ask a question, you answer with "Yes," then complete the sentence. For example, I'll say, "Did you take the bus?" You will answer, "Yes, I took the bus." All right, here we go:

"Did you take the bus?"
"Did you call your friend?"
"Did you enjoy the movie?"
"Did you write a letter?"

We'll stop here. Turn the handle to "STOP." All right, now let's hear what you've recorded. Listen to directions before you turn the switch. You are going to rewind the tape to the beginning, on the white leader. So let's do that first. You'll press down, left to "REWIND" until you see the white leader, then "STOP." All right, press down, left to "REWIND" and stop on the white

Then, without pressing down, turn the selector switch handle to "RUN." Now over to the knife switch. Move it to the green light and listen. All right, turn to "STOP."

At the end of a lesson, so that the booth is ready for the next student, be sure that the tape is back to the beginning on the white leader. You press down on the selector switch, turn left to rewind and stop on the white. We'll wait for you.

Now that you have the tape on the white leader, the counter should be on "000." You do this by rolling up the narrow black knob next to the numbers 111.

When you are ready to leave, very carefully place your headphones in the storage compartment to the left of the tape deck.

This ends the lesson.

Suggested Readings for Teachers of English as a Second Language

*Practical help for classroom teaching:

<i>Pract. Guide to the Teacher of English as a Foreign Language</i>	Dixson
<i>Teachers' Manual and Key (Books 1-6 Eng. This Way)</i>	MacMillan
<i>Teachers' Manual and Key (Books 7-12 Eng. This Way)</i>	MacMillan
<i>Techniques and Procedures in Sec. Lang. Teach.</i>	Phoenix Publ.
	Quezon City, Philippines
<i>Navaho Language</i>	Young
<i>Intermountain Language Laboratory Text</i>	DeNunzio

*Points of view for teaching and for linguistic background:

<i>Teaching and Learning English as a Foreign Language</i>	Fries
<i>Language Teaching: A Scientific Approach</i>	Lado
<i>Inglis Lecture</i>	Smith
<i>On Teaching English to Speakers of Other Languages</i>	Allen
<i>English as a Second Language</i>	Finocchiaro
<i>A Progressive Introduction to Linguistics</i>	Buchanan
<i>Language In Thought and Action</i>	Hayakawa
<i>English Sentences</i>	Roberts
<i>A New Approach to Sec. Language Teaching</i>	Dick
<i>Navaho Language</i>	Young

*Serious studies in languages and linguistics:

<i>Language</i>	Bloomfield
<i>Selected Writings of Edward Sapir</i>	Mandelbaum
<i>Linguistics — The Study of Language</i>	Fries
<i>Language in Culture and Society</i>	Hymes
<i>Invitation to Linguistics</i>	Pei
<i>Story of Language</i>	Pei
<i>Linguistics Across Cultures</i>	Lado
<i>The Study of Language</i>	Carroll
<i>Appl. English Linguistics</i>	Allen

prepared by:
Intermountain Language Laboratory
for:
Expression Team Teachers

Suggestions for Expression Team classroom lesson preparations

Teaching English as a Second Language to Navajos
In correlation with the Language Laboratory

FIRST YEAR PROGRAM:

Resource books helpful to planning:

<i>Regents Eng. W. B. I and II</i>	Dixson
<i>Test and Drills in English</i>	Dixson
<i>Reading for the Language Laboratory</i>	Intermountain
<i>Language Lab. Course in Spoken English for Navajos</i>	Intermountain
<i>English This Way (series 1-12)</i>	MacMillan

A sample apportionment of time for lesson presentations:

- 10 minute chalk-board time
 - for lesson-purpose orientation
 - for demonstration
 - for review
- 10 minute teacher recitation
 - for listening to lesson-purpose learnings
 - for short, enjoyable reading
 - for reading of conversational dialogue
 - for playing of model tape
 - for playing of a record
- 10 minute active class speaking practice
 - for previewing lab learning
 - for reinforcing lab learnings
 - for reviewing lab learning
 - for individual, group, or full class choral practice
- 10 minute writing activity
 - for reinforcing lesson-purpose learning
 - for listening quizzes in pronunciation
 - for listening quizzes to develop comprehension
 - for reinforcing structural patterns
 - for expressing questions or responses in conversation
 - for developing vocabulary
 - with synonyms, antonyms, homonyms
 - with pluralization
 - with verb endings
 - with the changing of verb to noun, or noun to verb
 - with the changing of adjectives to adverb, and vice versa
 - with contractions
 - with intonation markings
 - with the substitutions of pronoun for noun, and vice versa

prepared by:
Intermountain Language Laboratory
for:
Expression Team Teachers

TAPE 8910-O EVALUATION TAPE (oral)

(Instructor says):

First sampling: (date) (group)

SECTION 1.

Navajo answers to Navajo questions.

(In Navajo): Listen carefully and give complete answers to my questions. I am going to ask you some questions in Navajo. You answer in Navajo. As soon as I ask the question, you give me an answer. Speak in Navajo:

(In Navajo): What is your name?
Where is your home?
How old are you?
How long have you been going to school?
How long have you been speaking English?
Where did you attend your first three years of school?
Tell me what subjects you have this year in school.
Tell me who speaks English in your home.

(In Navajo): Now, I am going to ask you the same questions in Navajo. This time, you answer in English. As soon as I ask the question, you give an answer. Speak in English:

(In Navajo): What is your name?
Where is your home?
How old are you?
How long have you been going to school?
How long have you been speaking English?
Where did you attend your first three years of school?
Tell me what subjects you have this year in school.
Tell me who speaks English in your home.

(In English): Please listen carefully and try to give complete answers to my questions:

What is your name and where is your home?
How old are you?
How long have you been going to school?
How long have you been speaking English?
Where did you attend your first three years of school?
Tell me what subjects you have this year in school.
Tell me who speaks English in your home.

SECTION 2.

Listen very carefully and repeat the following sentences after me:

1. This book belongs to my brother.
2. My youngest brother is at home with my mother.
3. Will you help me find some pencils in the desks?
4. Most children never have vegetables for breakfast.
5. We noticed the bus was stopped when it reached the railroad tracks.
6. Put your clean clothes in the closet.
7. Will they walk together to the bank?
8. Is this your first trip?
9. Neither of the cars stopped when they reached the railroad tracks.
10. I'm not sure whether I'll have spaghetti or sausages.

SECTION 3. ASKING QUESTIONS

Now, I will give you some answers; you ask the questions for these answers. For example, listen:

Yes, I went to town.

Did you go to town?

Yes, I saw the movie.

Did you see the movie?

Yes, I ate my breakfast.

Did you eat your breakfast?

Now, follow the example. Begin every question with "did." I'll give the answers; you ask the question. All right, let's begin:

Yes, I went to town.

Yes, I saw the movie.

Yes, I ate my breakfast.

Yes, I bought my lunch.

Yes, I spoke to Tom.

Yes, I lost my money.

Yes, I brought some money.

Yes, I drove the car.

Yes, I forgot the lesson.

SECTION 4. STRESS AND INTONATION

Listen:

Ted plays basketball.

Who plays basketball?

Ted plays *basketball*.

What does Ted play?

He went to the *game*.

Where did he go?

Now, follow the example. You ask the question. You decide whether it's who, what, where, or when.

Ted plays basketball.

.....

Ted plays *basketball*.

.....

Bill likes to swim.

.....

She went to the *hospital*.

.....

John went to town last night.

.....

He left his *watch* at the dentist.

.....

He left his watch at the *dentist*.

.....

Mike left his watch at the dentist.

.....

Fred lives in California.

.....

Fred lives in *California*.

.....

SECTION 5.

Now, you are going to see some pictures. As soon as you see the picture tell what you see. When you see the picture, tell what you see. Let's begin:

(Show series of 15 pictures, 8 seconds each.)

SECTION 6. DESCRIPTION OF THE PICTURE

Take a good look at the picture in front of the room. Now, let's suppose you are describing it to someone who cannot see. Tell as much as you can about it. All right, you may begin speaking. (75 second pause)

All right, stop your tapes, please.

SECTION 7. READING

You'll find a printed sheet on your desk. When you are ready, turn on your tape and read the sheet. Turn off your tape when you are finished.

TAPE 8910-W EVALUATION TAPE (written)

This lesson is a test to find out some of the things you need to know to help you speak better English. Listen very carefully to the directions and try to do your very best.

On your desk in front of you is the test sheet. Very neatly, print the information you are asked at the top of the page.

The first line says, "Name." *Print* your name. Print your last name first, then your first name. You may do that now.

The second line says "Age." Put the number of years. You may do that now.

The third line asks how many years you've been in school. One blank is for B.I.A. That means a government Indian school. One blank is for *public school*; the other is for *mission school*. Put the number of years you went to these schools. Put the number right next to the word. You may do that now.

The next line asks if you speak English at home. It says, "all of the time," "sometimes," "very little," and "not at all." Put a check beside the right answer. You may do that now.

Do not write any answers in the blanks on the other side of the page. Leave those for the teacher to fill in.

Now, take a minute to look over what you've done. Check it and make it neat. Everything should be printed. Then we'll begin the test.

All right, we'll begin now. Look at Section A. You will begin with No. 1. Listen:

Miss Jones is a good teacher.

She is a good teacher. You'd write "she."

Bill is busy today. You'd write "he."

Fred and Mary are at the movies.

They are at the movies. You'd write "they."

Now, you follow the example and write the one word next to the number.

1. Miss Jones is a good teacher.
(You should write "she" next to No. 1.)
2. Bill is busy today.
3. Fred and Mary are at the movies.
4. You and I are in the same class.
5. The door is closed.
6. Mother is here.
7. Mr. and Mrs. Jones are from Texas.
8. Helen and Ruth are friends.

9. Tom is on the team.
10. My father is here.
11. The bus was late.
12. The plane is lost.
13. Joe and I watch T.V. together.
14. Marilyn isn't ready.
15. Mary and Joe will help.
16. Both windows are open.
17. The truck is old.
18. Sam, Ruth, and Mike aren't coming.
19. You and I could go tonight.
20. My mother and brothers are here.

Now, we're on Section B. Listen closely. You will hear two words. If they sound the same, put 'S' next to the number; if they are different put a 'D' next to the number. 'S' for same. 'D' for different. Here we go:

- | | |
|------------------------------------|-------------------------|
| 1. cut - cot | 11. H - age |
| (You should put a D next to No. 1) | |
| 2. sit - seat | 12. sick - thick |
| 3. gate - get | 13. note - boat |
| 4. here - here | 14. sin - sing |
| 5. but - bought | 15. sing - sing |
| 6. top - top | 16. shoe - shoes |
| 7. hair - here | 17. wine - wine |
| 8. sow - saw | 18. watch - wash |
| 9. lack - lock | 19. light - right |
| 10. pat - pat | 20. yet - yet |

Now, we're on Section C. Listen closely. You will hear three words. Tell me which word has a 'th' as in "mother." Write 1, 2, or 3 beside the number. Just write 1, 2, or 3 for the word with the 'th' sound. Here we go:

1. dare - dare - there
(You should write No. 3 next to No. 1)
2. mother - mudder - mudder
(You should write No. 1 next to No. 2)
3. dough - though - dough
4. dare - there - dare

- | | |
|--------------------------------|-------|
| 5. ladder - lather - ladder | ..... |
| 6. lather - ladder - ladder | ..... |
| 7. kneader - kneader - neither | ..... |
| 8. kneader - kneader - neither | ..... |
| 9. loathe - load - load | ..... |
| 10. load - load - loathe | ..... |

We're now on Section D. Listen:

- | | |
|--------------------------------|-----------------------|
| <i>John</i> went home. | Who went home? |
| John went <i>home</i> . | Where did John go? |
| Mary bought the <i>books</i> . | What did Mary buy? |
| Mary bought the books. | Who bought the books? |

Now, you follow the example. When you hear the sentence, write the question that you think it answers. Begin your sentence with "who," "what," "where," or "when."

- | | |
|--|-------|
| 1. <i>John</i> went home. | ..... |
| (You should write, "Who went home?" next to No. 1) | |
| 2. John went <i>home</i>. | ..... |
| 3. Mary bought the <i>books</i>. | ..... |
| 3. <i>Mary</i> bought the books. | ..... |
| 5. Ruth bought a <i>radio</i>. | ..... |
| 6. <i>Ruth</i> bought a radio. | ..... |
| 7. <i>Ted</i> plays basketball. | ..... |
| 8. Ted plays <i>basketball</i>. | ..... |
| 9. Bill went to the <i>game</i>. | ..... |
| 10. <i>Bill</i> went to the game. | ..... |
| 11. John went to <i>town</i>. | ..... |
| 12. <i>John</i> went to town. | ..... |
| 13. Fred left his <i>watch</i> at home. | ..... |
| 14. <i>Fred</i> left his watch at home. | ..... |
| 15. <i>Mike</i> drove home. | ..... |
| 16. Mike <i>drove</i> home. | ..... |
| 17. Mike drove <i>home</i>. | ..... |
| 18. <i>Bill</i> likes to swim. | ..... |
| 19. Bill likes to <i>swim</i>. | ..... |
| 20. She went to the <i>hospital</i>. | ..... |

Now, find Section E on your paper. Listen:

I bought

Did you buy?

I saw

Did you see?

I drove

Did you drive?

Now, you follow the example and write the question. Begin with the word "did." Here we go:

- | | |
|--|------------------------|
| 1. I bought | 11. I did it |
| (You should write, "Did you buy?" next to No. 1) | |
| 2. I saw | 12. I lost |
| 3. I drove | 13. I fell |
| 4. I ate | 14. I broke it |
| 5. I said | 15. I had it |
| 6. I went | 16. I ran |
| 7. I forgot | 17. I made it |
| 8. I spoke | 18. I ate |
| 9. I bought | 19. I wrote |
| 10. I came | 20. I brought it |

The next section is Section F. Listen. All of the words you will hear end in 'ed.' Some sound like a 't'; some sound like a 'd'; and some sound like 'id.' Write 't,' 'd,' or 'id' after each answer. Let's begin:

- | | |
|--|-------------------|
| 1. stopped | 11. reached |
| (You should write a 't' next to No. 1) | |
| 2. loved | 12. freed |
| 3. rested | 13. added |
| 4. wished | 14. laughed |
| 5. begged | 15. decided |
| 6. cashed | 16. drowned |
| 7. closed | 17. crowded |
| 8. repeated | 18. allowed |
| 9. dressed | 19. passed |
| 10. cashed | 20. wanted |

Now, find Section G. (pause)

Now, listen carefully. You will hear some words. Some of them will end with an 's' sound;

some will end with a 'z' sound; some will end with an 'iz' sound. Decide which ending you hear, and write 's,' 'z,' or 'iz' after the number on your paper. Let's begin:

- | | |
|--------------------------------------|-------------------|
| 1. pencils | 11. let's |
| (You should put a 'z' next to No. 1) | |
| 2. nurses | 12. wishes |
| 3. erasers | 13. misses |
| 4. thanks | 14. wants |
| 5. pieces | 15. shows |
| 6. understands | 16. hats |
| 7. classes | 17. talks |
| 8. tables | 18. feels |
| 9. speaks | 19. sits |
| 10. tapes | 20. punches |

That finishes Section G. Now, we're on Section H. Listen: The teacher will show you a picture of something that is happening right now. As soon as you see the picture, you write a sentence about what you see and end the sentence with the word "now." You will see the picture, then write a sentence about what you see. The word "now" is at the end of every sentence. All right. Here we go:

1. (Show first picture) (8 seconds)
You should write, "The boy is getting up now," or "The boy is waking up now" next to No. 1.
2. (8 seconds)
3. (8 seconds)
4. (8 seconds)
5. (8 seconds)

Now, the pictures you will see happened yesterday. So you write what you see and put "yesterday" after every sentence. Remember, when you write your sentence that these things happened yesterday. "Yesterday" is at the end of every sentence. O.K. Let's begin:

6. (Show picture 6) (8 seconds)
You should write, "The boy walked with the dog yesterday," or "The boy walked his dog yesterday" next to No. 6.
7. (8 seconds)
8. (8 seconds)
9. (8 seconds)
10. (8 seconds)

Now, the pictures you will see will happen tomorrow. So you write what you see and put "tomorrow" after every sentence. Remember, when you write your sentence that these things will happen tomorrow. "Tomorrow" is at the end of every sentence. All right. Let's begin:

11. (Show first picture) (8 seconds) _____
 You should write "The boy will eat tomorrow," or "The boy is going to eat tomorrow" next to No. 11.
12. (8 seconds) _____
13. (8 seconds) _____
14. (8 seconds) _____
15. (8 seconds) _____

Now, let's go to the last section of the test. Find Section I. In the front of the room the teacher will put up a picture. Write a story telling about the picture you see. Write as many sentences as you like. When you are finished, the test is over.

(TO BE USED WITH TAPE 8910-W)

E.S.L. STUDENT EVALUATION

Name Group No.....

Last First

Age (years) Reading Level.....

Years in school: B.I.A..... Public..... Mission.....

Do you speak English at home? (☒ check one)

All of the time..... Sometimes..... Very little..... Not at all.....

SECTION A: PERSONAL PRONOUNS

- | | | | |
|---------|----------|----------|----------|
| 1. | 6. | 11. | 16. |
| 2. | 7. | 12. | 17. |
| 3. | 8. | 13. | 18. |
| 4. | 9. | 14. | 19. |
| 5. | 10. | 15. | 20. |

SCORE.....

SECTION B: SOUND DISCRIMINATION (minimal pair contrasts)

- | | | | |
|--------|---------|---------|---------|
| 1..... | 6..... | 11..... | 16..... |
| 2..... | 7..... | 12..... | 17..... |
| 3..... | 8..... | 13..... | 18..... |
| 4..... | 9..... | 14..... | 19..... |
| 5..... | 10..... | 15..... | 20..... |

SCORE.....

SECTION C: SOUND DISCRIMINATION (Voiced TH /ð/)

- | | | | |
|--------|--------|--------|---------|
| 1..... | 4..... | 7..... | 10..... |
| 2..... | 5..... | 8..... | |
| 3..... | 6..... | 9..... | |

SCORE.....

SECTION D. QUESTIONS FROM STATEMENTS

- | | |
|----------|----------|
| 1.....? | 11.....? |
| 2.....? | 12.....? |
| 3.....? | 13.....? |
| 4.....? | 14.....? |
| 5.....? | 15.....? |
| 6.....? | 16.....? |
| 7.....? | 17.....? |
| 8.....? | 18.....? |
| 9.....? | 19.....? |
| 10.....? | 20.....? |

SCORE.....

SECTION E: "DID" WITH PAST TENSE OF COMMON IRREGULAR VERBS

- | | |
|----------|----------|
| 1.....? | 11.....? |
| 2.....? | 12.....? |
| 3.....? | 13.....? |
| 4.....? | 14.....? |
| 5.....? | 15.....? |
| 6.....? | 16.....? |
| 7.....? | 17.....? |
| 8.....? | 18.....? |
| 9.....? | 19.....? |
| 10.....? | 20.....? |

SCORE.....

SECTION F: FINAL ED ENDINGS /t/ /d/ /id/

- | | | | |
|--------|---------|---------|---------|
| 1..... | 6..... | 11..... | 16..... |
| 2..... | 7..... | 12..... | 17..... |
| 3..... | 8..... | 13..... | 18..... |
| 4..... | 9..... | 14..... | 19..... |
| 5..... | 10..... | 15..... | 20..... |

SCORE.....

SECTION G: FINAL S ENDINGS /s/ /z/ /iz/

- | | | | |
|--------|---------|---------|---------|
| 1..... | 6..... | 11..... | 16..... |
| 2..... | 7..... | 12..... | 17..... |
| 3..... | 8..... | 13..... | 18..... |
| 4..... | 9..... | 14..... | 19..... |
| 5..... | 10..... | 15..... | 20..... |

SCORE.....

SECTION H: SENTENCES IN THE PRESENT TENSE (telling about the picture)

- | | |
|--------|------|
| 1..... | now. |
| 2..... | now. |
| 3..... | now. |
| 4..... | now. |
| 5..... | now. |

SCORE.....

SENTENCES IN THE PAST TENSE (telling about the picture)

- | | |
|---------|------------|
| 6..... | yesterday. |
| 7..... | yesterday. |
| 8..... | yesterday. |
| 9..... | yesterday. |
| 10..... | yesterday. |

SCORE.....

SENTENCES IN THE FUTURE TENSE (telling about the picture)

- | | |
|---------|-----------|
| 11..... | tomorrow. |
| 12..... | tomorrow. |
| 13..... | tomorrow. |

14. tomorrow.
 15. tomorrow.

SCORE.....

SECTION I: DESCRIPTION OF A PICTURE

.....

SCORES:

Written Test: A..... B..... C..... D..... E..... F..... G.....
 H..... I.....

Taped Oral Test: 1..... 2..... 3..... 4..... 5..... 6..... 7.....

RECOMMENDED PLACEMENT:

EVALUATOR:

Tape P-1-V SHORT i SOUND

During this lesson we will practice saying short 'i' sounds.
 Listen for the difference in the following words:

lip - leap
 sit - seat
 hit - heat
 sick - seek
 fit - feet
 pick - peak
 lick - leak
 bit - beet

Now listen closely, if the words sound the same, say "same." If they sound different, say "different."

sit - sit	it - eat
sit - seat	it - eat
hit - heat	eat - eat
hit - hit	little - little
bit - beet	wit - wheat
bit - bit	fit - fit
lip - leap	fit - feet
hit - hit	mit - meat
sick - sick	mit - mit
sick - seek	mit - mit
it - it	

Good, now I'll say three words, tell me which ones sound alike. For example, if I say it, it, eat, 1 and 2 would be alike. You would say "one and two." All right let's try it. Tell me which words sound alike.

leap - leap - lip	it - eat - it
lip - leap - lip	sick - sick - sick
peek - pick - pick	seat - sit - seat
fit - fit - feet	heat - heat - heat

Now if I say peak, you say pick. If I say seat, you say sit. Here we go:

ABCD.

peak	pick	seek	sick
seat	sit	eat	it
heat	hit	leap	lip
feet	fit	reap	rip
leak	lick	seat	sit
beet	bit	eat	it

Listen and repeat:

this thing	This thing will last longer.
stood still	Jim stood still.
will look	He will look for it.
lives there	My friend lives there.

did it	Which children did it?
in the book	You'll find the information in the book.
put it away	She took the book and put it away.

Now let's try some questions and answers. I'll ask a question and you will always answer, "Yes I did," and finish the sentence. For example, if I ask, "Did you miss the bus?" you would answer, "Yes, I did miss the bus." Always answer, "Yes, I did," then finish the sentence. Here we go: ABCD.

Did you miss the bus?	Yes, I did
Did you sit near Bill?	Yes, I did
Did you hit the ball?	Yes, I did
Did you kick the ball?	Yes, I did
Did you break the stick?	Yes, I did
Did you dig the ditch?	Yes, I did
Let's try that last one again.	Yes, I did
Did you dig the ditch?	Yes, I did

Just to be sure you are hearing the difference, listen carefully and tell me which word in the series sounds different — 1, 2, 3 or 4.

pill - pill - pill - peel	(4)
seat - sit - seat - seat	(2)
will - wheel - wheel - wheel	(1)
win - win - wean - win	(3)
sheep - sheep - sheep - ship	(4)
sick - seek - sick - sick	(2)
lives - lives - leaves - lives	(3)

Let's try that again, much faster. Which word sounds different. (repeat)

pill - pill - pill - peel
seat - sit - seat - seat
will - wheel - wheel - wheel
win - win - wean - win
sheep - sheep - sheep - ship
sick - seek - sick - sick
lives - lives - leaves - lives

Listen and repeat:

bit - beet	hit - heat	lick - leak
fit - feet	it - eat	mid - meed
flit - fleet	kin - keen	nil - kneel
grit - greet	knit - neat	pill - peel
beet - bit	heat - hit	leak - lick
feet - fit	eat - it	meed - mid
fleet - flit	keen - kin	kneel - nil
greet - grit	neat - knit	peel - pill

Listen and repeat:

The minister was ill for six weeks.

The little sister stood in front of the big mirror.

The women were interested in English.

His administration improved industry.

New York is a city of millions.

It is interesting information.

The city is visible from the hill.

Listen and repeat:

it	miss
sit	his
him	with
did	will
give	sick

This is it.

The children are big.

Her sister is busy.

She's thin.

I need some ink.

These are windows.

It's green.

I want a big piece.

Give it to me.

Here is a short rapid review of some common short 'i' words. Say these twice:

fix	it	will
stick	sit	kid
him	miss	kick
big	sing	hill
is	did	ship
if	ditch	hit

Listen and repeat:

I'm going to give Miss Smith some tea.
 I think this tea is very sweet.
 This building has seventeen windows.
 We listen to him sing.
 He isn't busy on the week-end.

Change the following to questions:

He is here.
 The tea is sweet.
 She is busy.
 This is his sister.
 Bill is singing.
 He is going to sing.
 It is time to go.
 He is on the bus.

Let's repeat: Change the following to questions:

He is here.
 The tea is sweet.
 She is busy.
 This is his sister.
 Bill is singing.
 He is going to sing.
 It is time to go.
 He is on the bus.

This ends the lesson.

SHORT I SOUND

P-1-V

Say the following words that have the short i (as in sit):

sit	wish	his	give	think
pit	live	been	sing	big
it	15-50	hit	kick	is
16-60	minute	million	bit	in
will	thing	which	him	busy
miss	kill	with	did	women
Mister	this	didn't	business	Mrs.

Can you hear the difference?

eat - it	live - leave	chip - cheap	fit - feet
sleep - slip	sit - seat	hit - heat	dip - deep
meat - mitt	ship - sheep	sick - seek	gyp - jeep
peak - pick	lip - leap	sin - seen	grit - greet

Try saying these sentences clearly:

This is it.	It's good to swim in the summer.
Which children did it?	His sister feels sick today.
Miss Mills thinks it's big.	Please give me a piece of bread.
It is important for me to study every day.	Is it his?
The women are clearing the living room.	Bill swims like a fish.
I think it's best this way.	I finished my homework at six.

THE HOUSE BY THE SIDE OF THE ROAD

by Sam Walter Foss

There are hermit souls that live withdrawn In the peace of their self-content; There are souls like stars, that dwell apart, In a fellowless firmament; There are pioneer souls that blaze their paths Where highways never ran — But let me live by the side of the road And be a friend to man.	But I turn not away from their smiles nor their tears, Both parts of an infinite plan — Let me live in a house by the side of the road And be a friend to man.
Let me live in a house by the side of the road Where the race of men go by — The men who are good and the men who are bad, As good and as bad as I. I would not sit in the scorners seat Or hurl the cynics ban — Let me live in a house by the side of the road And be a friend to man.	I know there are brook-gladdened meadows ahead, And mountains of wearisome height; That the road passes on through the long afternoon And stretches away to the night. And still I rejoice when the travelers rejoice And weep with the strangers that moan, Nor live in my house by the side of the road Like a man who dwells alone.
I see from my house by the side of the road, By the side of the highway of life, The men who press with the ardor of hope, The men who are faint with the strife,	Let me live in a house by the side of the road, Where the race of men go by — They are good, they are bad, they are weak, they are strong, Wise, foolish — so am I. Then why should I sit in the scorners seat, Or hurl the cynic's ban? Let me live in a house by the side of the road And be a friend to man.

Lines from THE ENGLISH LANGUAGE

"Give me of every language,
first my vigorous English,
Grand in its musical cadence
fit for the speech of a Man
Rafted by firm laid consonants,
windowed by opening vowels,
Thou securely are built,
free to the sun and the air.
Thou art an eagle, uncaged,
scorning the perch and the chain.
Fitted for every use,
like a great majestic river,
Blending thy various streams,
stately thou flowest along,
Just as when Shakespeare and Milton
laid them in glorious voice."

—William Wetmore Story

Taken from NDEA INSTITUTE IN EFL —
NYU — Summer '66 Professor John Henry

ESL SELF-EVALUATION

1. Did the students respond well to the lesson(s)?
2. Were things in proportion? (time slotting)
3. Did you over-vocalize?
4. What was the students' attention span?
- *5. What is learning? EXPOSURE to something is *not* learning.
6. When has a student "learned"?
AUTOMATIC use of information or a pattern in a meaningful situation (meaningful, that is, TO THE STUDENT). Consider *individual differences*.
7. Has there been enough review?

8. If something did not work, why? (Consider the possibility that some days can be "off" days.)
9. What was my attitude toward the students?
- *10. Are the students understanding me?
- *11. Are the students reasonably aware of our objectives?
- *12. Do the students know where we are going and are they reasonably aware if and when the target has been reached? **TEACHING IS NOT A SECRET!**
13. Were the students given a feeling of success?
14. Is a test an end in itself? (Just for grading purposes)
15. Is a test a means to an end?
Give frequent, short tests which give an idea of what still has to be done.

Taken from NDEA INSTITUTE IN EFL — Summer '66 Mr. Charles Haynes, NYU

LINGUISTIC COMPETENCE SEQUENCE

1. Ability to reproduce sounds (oral and written) and the universal sentences of the language in imitating the teacher with reasonable accuracy (intelligible to a native speaker).
2. Ability to answer yes and no and short answer information questions in speech and writing after stimulus in complete sentences which are structurally correct.
3. Ability to do Step II with larger units of discourse — roughly speaking, paragraphs with one central idea.
4. Ability to paraphrase a paragraph in speaking and writing, not more than two hundred and fifty words.
5. Ability to be flexible and write original work with automatic response. (Vocabulary is incidental, spelling is incidental. The student will learn these and re-inforce them as he works on each level. *You, the teacher*, are there to guide him. Have high levels of acceptability of students' work.)
6. Ability to write a friendly, unstilted letter.
7. Communicate with ease with any native speaker.

VISUAL AIDS FOR LANGUAGE TEACHING: Gestures and Hand Signals

A very simple and readily available visual aid is a pair of hands. Properly handled gestures and hand signals go a long way in providing classroom economy and efficiency; and they are particularly effective in maintaining pace when used as cues for a change of activity.

GESTURES AND HAND SIGNALS

1. *To give visual classroom directions.*
 - a. Wave your hand toward you (palm up), as if beckoning someone, when you want the students to repeat something. At first you will have to say "Repeat" along with the hand motion, but before long the students will repeat automatically upon seeing the visual cue alone.

- b. Hold your arm straight out (palm out) toward the class (or a portion of it) when you want them to be silent, to just listen. Variation: Hold your index finger straight up in front of your mouth in a quieting gesture.
- c. Cup your hand behind your ear to indicate that you want more volume, that you can't hear.
- d. Hold up one finger or two fingers to indicate that you want one or two repetitions respectively.
- e. Roll your hands in a circle to indicate that you want the students to speed up, that they are speaking too slowly.
- f. Hold both hands out (palms down) to indicate that you want less speed or less volume.

2. *To indicate intonation contours.*

Move your left hand horizontally (palm down) in front of you from right to left using an up or down motion to stimulate the change in pitch of a particular intonation pattern. For example, to show the 3-2-1 (falling) pattern for an information question such as "What time does the second movie start? (not the first)," move your hand in a straight line until you come to the pitch and stress change on *second* (move your hand upward a few inches), then lower your hand in a falling off movement until the end of the sentence. Reproduce the gesture as you say the sentence and, as you have students say the sentence, tell them to watch your hand and make their voices rise and fall with it. Individual students who are having intonation difficulties can also be corrected in this way.

3. *To mark stressed syllables.*

Chop your hand (held stiff and vertical) down on each stressed syllable in a word or sentence. Variation: Tap out the stress on the lectern with a ruler or baton making sure to raise the instrument on each beat like an orchestra conductor so that you have an audio-visual cue.

4. *To show articulatory positions.*

Stand sideways to the class and hold one arm straight out with your hand slightly cupped to indicate the upper oral cavity and upper teeth. Use the other hand to simulate a tongue, for example, to demonstrate the position of the tongue touching the alveolar ridge in English /d/, or the retroflex motion of the tongue in English /r/. NOTE: The mouth itself is, of course, probably the best visual aid for sounds which are clearly visible. Asking the students to notice your mouth carefully as you produce certain sounds will enable them to make direct imitations.

5. *To aid in cultural orientation.*

Probably no living language exists without accompanying body gestures and hand movements. Some languages, of course, exhibit more concurrent body movements than others. Few observers would deny that Frenchmen use their hands more when they talk than Englishmen or Americans do. All such gestures, to be sure, are paralinguistic, culturally-inherited phenomena which necessarily run concurrent with speech. As such, of course, they must be learned along with the language. Students are usually delighted

to learn that different people use different gestures than their own and will often enthusiastically incorporate them along with their new linguistic behavior if the teacher is active in using them in class. Explanation and use of the various gestures in a language culture is one of the best ways to stimulate interest in that culture by revealing to the students that they are learning more than just the words of the language . . . that they are actually learning to participate in the habits and ways of life of another linguistic community and that this way of life, this new way of looking at things, can never be divorced from the language and vice-versa.

—Kenton K. Sutherland

LANGUAGE LESSON PLANS FOR LAB I SECOND WEEK

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	To provide speaking practice with a sample articulation lesson. To explain the mechanics of speech, inasmuch as it clarifies the articulation lesson. Teach the "short i" sound, as in <i>it, hit, sit</i>.	(a) Develop awareness of punctuation, phrase, and sentence significance to promote meaning with oral expression. (b) Review the "short i" to familiarize the class with pattern drill procedures. Excerpts from easy reader for (a) Script PP-2-V for (b).	Individual and choral readings from random excerpts. (<i>Webster's Practice Readers, Book I</i>) Pronunciation and pattern drills with a reinforcing tape: /i/ sound.	Tape PP-2-V: Review of "Short i" Speak-Sheet P-1-V Consider <i>Sample Lesson</i> in lab text as a format.
SESSION 2	To develop facility of expression in interview and introduction situations.	Provide samplings of the kinds of questions asked in interviews. Consider filling out forms requiring personal data. Teach how to make and acknowledge introductions.	Pre-tape instruction about interviews. Demonstrate making and acknowledging introductions. Practice answering personal data questions. Provide samplings of social situations involving introductions.	Tape C-1-V: Interviews and Introductions. A variety of sample forms requiring personal data.
SESSION 3	Provide speaking practice with common expressions of greetings and leave-takings.	Recap Lab sessions 1 and 2. Preview for next lab lesson (Script D-1-V) if the previous lessons need no further reinforcement.	Dialogue practice in the use of common conversational greetings and leave-takings for the morning, afternoon, and evening. Pattern drills requiring the giving and acknowledging of greetings and leave-takings. Individual recordings.	Tape D-1-V: Greetings and Leave-takings. <i>Webster's P.R. #1</i>, page 8.

Week's Lessons Follow

TAPE PP-2-V

REVIEW OF SHORT I SOUND

M. During this lesson, we will review the short i sounds you practiced in the last lesson.
Say "same" if the following two sentences are the same. Say "different" if they are different.

- M. I can't leave alone.
M. I can't live alone. (d)
M. I can't live alone.
M. I can't live alone. (s)
F. Don't fill the plate.
F. Don't fill the plate. (s)
F. Don't feel the plate.
F. Don't fill the plate. (d)
M. The ship moved.
M. The sheep moved. (d)
M. The ship moved.
M. The ship moved. (s)
F. Hit the water.
F. Heat the water. (d)
F. Hit the water.
F. Hit the water. (s)
M. Hit the water.
M. Hit the water. (s)
M. It ees a long story.
M. It is a long story. (d)
M. It is mine.
M. It is mine. (s)

M. Listen and repeat:

- | | | | |
|-----------------|-------|---------------------------|-------|
| F. sit - seat | ..... | M. Seat her, please. | ..... |
| F. hit - heat | ..... | M. Hit the ball. | ..... |
| F. ship - sheep | ..... | M. Don't slip on the ice. | ..... |
| F. live - leave | ..... | M. I live in Arizona. | ..... |

M. Which word has the i sound, first, second or third:

- | | | | |
|-----------------------------|-----|------------------------------|---------|
| M. pit - pet - pat | (1) | M. ship - sheep - shep | (1) |
| M. pen - pin - pan | (2) | F. hill - heel - hell | (1) |
| M. did - dead - Dad | (1) | F. will - will - will | (1,2,3) |
| M. well - wall - will | (3) | F. wheel - will - well | (2) |
| M. led - lid - lad | (2) | F. will - will - well | (1,2) |
| M. sit - set - sat | (1) | | |

M. Listen and repeat:

- | | | |
|-------------------|--|-----------------------------------|
| M. Sister..... | his sister..... | Mary is his sister..... |
| M. isn't..... | isn't this..... | This pencil isn't his..... |
| M. William..... | William is..... | His name is William..... |
| F. is..... | is William..... | His middle name is William..... |
| F. sixteenth..... | the sixteenth..... | I think it was the sixteenth..... |
| F. difficult..... | Is this English lesson difficult?..... | |

M. Now let's try something different. I will give you an answer, you ask the question that goes with the answer. For example, I'll say "yes, I had it." Your question would be "Did you have it?" Begin your question with the word "did." Remember, I'll give the answer; you give the question. ABCD. Here we go:

- | | | |
|---------------------------------|--------------|---|
| M. Yes, I had it. | F. Did | ? |
| M. Yes, they wrote letters. | F. Did | ? |
| M. Yes, Bill did it. | F. Did | ? |
| M. Yes, they went. | F. Did | ? |
| M. No, she didn't miss the bus. | F. Did | ? |
| M. No, he didn't bring it. | F. Did | ? |
| M. Yes, Mr. Jones drank coffee. | F. Did | ? |
| M. Yes, they sat up front. | F. Did | ? |

M. Let's finish with a review of the short i sound with a little game. We'll call this game "just the opposite." I'll ask, "Do you think it's hot?" You'll answer, "No, I think it's cold." I'll ask, "Do you think it's big?" You'll answer, "No, I think it's little. All right, let's begin. ABCD.

- | | |
|----------------------------------|---------------------------------------|
| M. Do you think it's hot? | F. No, I think it's cold. |
| M. Do you think it's big? | F. No, I think it's little. |
| M. Do you think he's well? | F. No, I think he's sick. |
| M. Do you think she's stout? | F. No, I think she's thin. |
| M. Do you think they are out? | F. No, I think they are in. |
| M. Do you think he will lose? | F. No, I think he will win. |
| M. Do you think we should stand? | F. No, I think we should sit. |
| M. Do you think this is the end? | F. No, I think this is the beginning. |

M. We'll finish with a rapid review. If I say heat, you say hit. If I say eat, you say it. ABCD.

M. heat	F. Hit	M. bean	F. bin
M. eat	F. it	M. wean	F. win
M. seat	F. sit	M. leap	F. lip
M. leave	F. live	M. weep	F. whip
M. beet	F. bit	M. leetle	F. little
M. meat	F. mit	M. feel	F. fill
M. read	F. rid	M. sheep	F. ship
M. lead	F. lid	M. leak	F. lick
M. seen	F. sin	M. deed	F. did

This ends the lesson.

Tape C-1-V

INTERVIEWS AND INTRODUCTIONS

F. During this lesson, you will practice answering interview questions. Listen to the following interviews.

M. Your name please?

F. My name is Dorothy Johnson.

M. Your home?

F. I live in Phoenix, Arizona.

M. Father's name?

F. My father's name is David Johnson.

M. His occupation?

F. He is a carpenter.

M. Your mother's maiden name?

F. My mother's maiden name was Gordon. Ruth Gordon.

M. What grade in school do you attend?

F. I'm in the ninth grade.

F. The answers you heard were clear and strong. Now that you are this far along with your education, it should never be necessary for you to repeat an answer if you speak clearly enough. You will be asked many times for this information during your school years and after graduation.

Let's suppose that I have an application form in front of me and you are being interviewed. Be ready with a strong, clear answer as soon as the question is asked. Here we go:

- F. Your name, please?
- F. Your home address?
- What is your birthdate?
- Your age?
- Your father's name?
- His occupation?
- Your mother's maiden name?
- What grade do you attend?
- What is your campus address?

F. Let's try the same information again. Try to improve with clearer, stronger answers:

- M. Name?
- Your home address?
- Your birthdate?
- What is your age?
- Your father's name?
- His occupation?
- Your mother's maiden name?
- What grade do you attend?
- What is your campus address?
- Your height?
- What do you weigh?
- Have you worked before?
- If you have, what have you done?
- What are your plans for next summer?

F. Now let's talk about meeting and introducing people.
When you are introducing a boy and girl or a man and woman, the girl or the woman's name comes first. The easiest way is this:

- F. Sue, this is Bob.
Mary, this is Ted.
Mrs. Jackson, this is Bill White.
Miss Smith, this is Mr. Andrews.

M. Now, you introduce the following people to each other. ABCD.

- Sue and Bob. F. Sue, this is Bob.
- Mary and Ted. F. Mary, this is Ted.

Mrs. Johnson and Bill White. F. Mrs. Johnson, this is Bill White.
 Miss Smith and Mr. Jackson. F. Miss Smith, this is Mr. Jackson.

M. When you are introducing two girls or two boys of about the same age, it doesn't matter whose name comes first. Listen:

F. Mary, this is Ruth.
 Bill, this is Frank.
 Mrs. Hurst, this is Mrs. Kuipers.
 Mr. Sorensen, this is Mr. Birch.

M. Now *you* introduce the following people to each other. ABCD.

M. Your friends, Katherine & Dorothy. F. Katherine, this is Dorothy.
 M. Mr. Sorensen and Mr. Webster. F. Mr. Sorensen, this is Mr. Webster.
 M. Ted Martin and Jim Dodge. F. Ted Martin, this is Jim Dodge.
 M. Mrs. Kuipers and Mrs. Hurst. F. Mrs. Kuipers, this is Mrs. Hurst.

M. The older of two girls or boys, two men or women should be mentioned *first*. Listen:

F. Mr. Capps, this is Bob.
 Mrs. Childs, this is Elizabeth.
 Mr. Barker, this is Ruth.
 Miss Murphy, this is Marion Hall.

F. Now *you* introduce the following people to each other: ABCD.

M. Mr. Capps and Bob. F. Mr. Capps, this is Bob.
 Your friend Elizabeth & Mrs. Childs. F. Mrs. Childs, this is Elizabeth.
 Ruth and Mr. Barker. F. Mr. Barker, this is Ruth.
 Miss Murphy and Marion Hall. F. Miss Murphy, this is Marion Hall.

You should always show respect for age by mentioning the name of much older persons first. Listen:

F. Grandmother, this is Mrs. Johnson.
 Grandfather, this is my friend, Bill.

M. The more you practice making and acknowledging introductions, the more comfortable and sure of yourself you will be when you want to introduce your friends. Remember that in making introductions, speak the names clearly. Everyone likes to have his name pronounced correctly. When you introduce two people, always try to mention something interesting about one of them. When you do this, it helps them to start a conversation and gives them something to say to each other. Listen to the following introductions. Notice whose name is said first. Listen to how the people are helped to know each other better.

- M. Mary, this is Ted. Ted has been living in Phoenix.
- F. How do you do, Ted?
- F. Mr. Sorensen, I would like to have you meet my friend, Betty Gray. Betty and I are in the school play.
- M. How do you do, Betty?
- F. Fred Smith, this is Joe Turner. Joe plays on the visiting basketball team.
- M. How do you do, Joe?
- F. Mr. Birch, this is my mother. She's visiting the school.
- M. How do you do?
- M. Mother, this is Mr. Birch. He is on a trip through Arizona.
- F. How do you do, Mr. Birch?
- M. Barbara, this is my sister Nancy. She's studying to be a nurse in Denver.
- F. How do you do, Nancy?
- F. Mr. Johnson, I'd like to have you meet my uncle, Tom Morgan.
- M. How do you do, Mr. Morgan?
- M. Sometimes you find yourself with a new neighbor you haven't met. Then you may introduce yourself. Listen:
- F. Hello, I'm Mary Curtis. Is this our English class?
- or you may say
- M. Hello, I'm Ted Hall. We're playing your team today.
- M. When you are introduced say, "How do you do" or "I'm glad to meet you." A boy usually shakes hands when he's introduced to a man or boy.
- F. A girl may or may not shake hands.
- M. A boy always stands and takes off his hat when he is introduced.
- F. A girl stands when she is introduced to an older person or when she's the hostess.
- M. If you shake hands, your hand shake should be firm, warm, and alive. Don't let your new friend think he has hold of a cold, dead fish.
- (pause)
- M. In your booths, you'll find a practice sheet directing you to make many different introductions. Students in booths 1, 3, 5 will exchange headphones with their neighbors on their left. You may exchange headphones.
1, 3, and 5 will make the introduction first. Then 2, 4, and 6 will introduce according to directions. Listen to each other and correct your partner if necessary. You may begin.
- (pause)
- M. On your desks you will find a practice sheet directing you to make many introductions. Students in rows 1, 3, and 5 will talk to students on their left. Rows 1, 3, and 5 will make the introductions first. Then rows 2, 4, and 6 will introduce according to directions. Listen to each other and correct your partner if necessary. You may begin.

This ends the lesson.

Tape D-1-V

GREETINGS AND LEAVE-TAKINGS

Listen:

- M. Good morning, how are you?
F. Fine, thank you. How are you?
M. I'm fine.

Now you answer:

- M. Good morning, how are you?
M.
F. I'm fine.
F. Good afternoon, how are you?
F.
F. I'm fine.
M. Good evening, how are you?
M.
M. I'm fine.

M. Listen and repeat:

- F. Good morning Good morning Good morning
F. Good afternoon Good afternoon Good afternoon
F. Good evening Good evening Good evening

M. Now let's suppose that I'm a friend of yours. You greet me in the morning. You speak first. All right, let's meet. You speak.

- M.
F. I'm fine thanks, and you?
M.

F. Let's try that again. You greet me in the morning.

F. Here we go. You speak first:

- F.
M. I'm fine thanks, and you?
F.

M. Listen:

- F. Good morning, Bill. How are you?
M. I'm fine thanks, and you?
F. I'm fine.
M. Good afternoon, Ruth. How are you?
F. I'm fine thanks, and you?

M. I'm fine.
F. Good evening, Mr. Barton. How are you?
M. I'm fine thanks, and you?
F. I'm fine.

M. Let's review to be sure.

M. Greet your friend Tom in the morning. You speak first.

.....
M. I'm fine thanks, and you?
.....

M. Greet Mrs. Taylor in the afternoon. You speak first.

.....
F. I'm fine thanks, and you?
.....

M. Greet your friend Jane in the evening.

.....
F. I'm fine thanks, and you?
.....

F. Listen and Repeat:

F. Good afternoon Good afternoon Good afternoon

F. Hello Hello Hello

F. Good afternoon, how are you? Good afternoon, how are you?
Good afternoon, how are you?

F. Hello, how are you? Hello, how are you?
Hello, how are you?

M. In the evening, you may say:

M. Good evening.

M. Hello.

M. Good evening, how are you?

M. Hello, how are you?

M. Listen and repeat:

F. Good evening Good evening Good evening

F. Hello Hello Hello

- F. Good evening, how are you? Good evening, how are you?
 Good evening, how are you?
 F. Hello, how are you? Hello, how are you?
 Hello, how are you?

M. Anytime of day, you may greet close friends of your own age by simply saying. "Hello" or "Hi."

M. Listen:

- M. Good morning, Betty.
 F. Hi, Bill.
 M. Hi, Betty.
 F. Hello, Bill.

M. Listen to the expressions we use when we leave a friend:

- M. Goodbye.
 M. Goodbye, I'll see you tomorrow.
 M. Goodbye, I'll see you soon.
 M. Goodnight, I'll see you soon.
 M. So long, see you later.

F. Here are the same expressions:

- F. Goodbye.
 F. Goodbye, I'll see you tomorrow.
 F. Goodbye, I'll see you soon.
 F. Goodnight, I'll see you soon.
 F. So long, see you later.

M. Listen and repeat:

- M. Goodbye Goodbye Goodbye
 M. Goodbye, I'll see you tomorrow.
 Goodbye, I'll see you tomorrow.
 Goodbye, I'll see you tomorrow.
 M. Goodbye, I'll see you soon.
 Goodbye, I'll see you soon.
 Goodbye, I'll see you soon.
 M. So long. So Long. So long.
 M. See you later. See you later. See you later.

F. Now we'll practice greeting and leaving people. During this first practice, I'll greet or leave you first. You answer. Here we go:

F. Good morning, how are you?
Hello, how are you?
Good evening, how are you?
Good afternoon, how are you?
Hi, how are you?
(pause)

F. Goodbye
F. See you later
F. So long
F. Good night

M. To finish the lesson, you will speak first, listen to the directions, and speak in strong, clear voice. Here we go:

M. Greet your friend Bill in the afternoon.
M. Greet Joe in the morning.
M. Leave your friend Alice after class.
M. Greet Mr. Sorenson in the morning.
M. Greet Mrs. Hurst in the afternoon.
M. Greet Tom in the morning.
F. Greet your boss, Mr. Jensen in the morning.
F. Leave Mr. Jensen in the evening.
F. Meet your dormitory friends in the afternoon.
F. Meet your friend Elizabeth at the evening movie.
F. Greet someone you don't know in the classroom.
F. Greet someone you don't know in the dormitory.
F. Meet Ruth at breakfast.

M. This ends the lesson Goodbye.

SECOND WEEK ENRICHMENT

Listen and Repeat:

mitten	skip	sit	magic
sixth	permit	trip	panic
chimney	nibble	sister	fifty
Linda	different	lift	native
April	mistake	tip	widow
family	ribbon	lick	print
notice	hardship	hid	wish
America	practice	hill	fit
discover	forgive	spin	mill
quick	attic	pencil	dish
instinct	dispose	ticket	spin
pitch	uniform	cabin	
miss	flick	introduce	

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Promote question-answer courtesy.	Refer to D-2-V script for suggested question-answer courtesy patterns that involve more than a "yes" or "no" answer. Consider <i>Regents I</i> (35, 37, 38) <i>Regents II</i> (22, 23, 24) <i>English This Way I</i> (p. 51, 55, 61)	Individual and dialogue participation requiring polite commands and acknowledgments. Question-answer pattern drills requiring more than a "yes" or "no" answer. Introduce Johnson's <i>Creation</i> for independent recording.	Tape D-2-V: <i>Question-Answer Courtesy</i> <i>The Creation</i>
SESSION 2	Teach the voiceless "th" /θ/, as in <i>think</i> . Review the making and acknowledging of introductions.	Give articulation help through demonstration and diagram for pronunciation of the voiceless "th" /θ/. See Script PP-2-V for suggested instructional materials and techniques. Demonstrate and review the making and acknowledging of introductions.	Recognition drills for listening to distinguish between the /θ/ and /d/ sounds; listening for initial, medial and final "th" sounds; pronunciation drills for production of /θ/ sound; sample situations with introductions; dialogue situations with student partners. Independent practice: Johnson's <i>Creation</i>	Tape PP-3-V: "th" <i>The Voiceless</i> Speak-Sheet PP-3-V Johnson's <i>Creation</i>
SESSION 3	Teach the voiced "th" /ð/, as in <i>mother</i> . Reinforce the voiceless "th" /θ/.	Give articulation help through demonstration and diagram for pronunciation of the voiced "th" /ð/. Refer to Script P-3-V for suggestions. Use your judgment about which of this week's learnings need most emphasis and review accordingly.	Recognition drills to distinguish between the "th" and "d" (/ð/-/d/); listening practice for initial, medial, and final positions; production drills for the voiced "th"; question-answer dialogue; repetition of vernacular sentences with voiced "th" sounds. Independent recording of pages 5 and 6 in Lab. Manual.	Tape P-3-V: <i>The Voiced</i> "th" Speak Sheets P-3-V, P-4-V Introduce <i>Hiawatha</i>

F. Tape D-2-V

DIALOGUE PRACTICE: PARTICIPATION DRILL
QUESTION AND ANSWER COURTESY

F. When you ask someone to do something for you, be as kind as you would have others be to you. If you ask someone to close the door, say, "Would you close the door please?" If you ask someone to repeat the question, say, "Would you repeat the question please?"

F. Change the following to polite questions:

- M. close the door
- M. repeat the question
- M. open the door
- M. repeat the directions
- M. turn on the light
- F. get my coat
- F. turn on the t.v.
- F. put this on the desk
- F. help me
- F. explain the lesson

M. Answer the following questions with "yes, I'd be glad to." It sounds much better than just plain "yes" or "no." Answer with "yes, I'd be glad to."

- F. Would you close the door, please?
- F. Would you repeat the question, please?
- F. Would you open the door, please?
- F. Would you repeat the directions, please?
- F. Would you turn on the light, please?
- M. Would you get my coat, please?
- M. Would you turn on the t.v., please?
- M. Would you put this on the desk, please?
- M. Would you help me, please?
- M. Would you explain the lesson, please?

F. Listen:

- M. Do you want to go?
- F. No, I don't. I don't want to go.
- M. Do they study?
- F. No, they don't. They don't study.
- M. Do you drink tea?
- F. No, I don't. I don't drink tea.

M. Now follow the example and answer in the negative:

- F. Do you want to go?
- F. Do they study?
- F. Do you drink tea?
- F. Do those farmers grow fruit?
- F. Do they like to watch T.V.?
- M. Do I have time to walk?
- M. Do they know your mother?
- M. Do you remember him?
- M. Do they know what time it is?
- M. Do you understand the question?

F. Asking directions. Listen:

- | | |
|------------------|--|
| M. (post office) | F. Excuse me please, can you tell me where the post office is? |
| M. (drug store) | F. Excuse me please, can you tell me where the drug store is? |
| M. (high school) | F. Excuse me please, can you tell me where the high school is? |
| M. (bus depot) | F. Excuse me please, can you tell me where the bus depot is? |

M. Now you ask:

- F. post office
- F. drug store
- F. high school
- F. bus depot
- M. movies
- M. library
- M. gym
- M. cafeteria

F. Listen:

- F. Are you Ted Hall?
- M. No, I'm not. I'm Bill White.
- F. Are you a teacher?
- M. No, I'm not. I'm a student.
- F. Are you from Texas?
- M. No, I'm not. I'm from Arizona.
- F. Are you studying Spanish?
- M. No, I'm not. I'm studying English.

F. Now follow the example and answer in the negative:

M. Are you Ted Hall?

M. Are you a teacher?

M. Are you from Texas?

F. Are you studying Spanish?

F. Are you over 21?

F. Are you graduating this year?

M. Exchange headphones please:

M. Listen:

F. Close the door.

M. Would you close the door please?

F. Yes, I'd be glad to.

M. Odds ask the questions; even answer:

F. close the door

F. repeat the question

F. turn on the light

F. help me

M. Evens ask; odds answer:

M. open the door

M. repeat the directions

M. turn on the t.v.

M. explain the lesson

F. Listen:

M. want to go

F. Do you want to go?

M. No, I don't. I don't want to go.

F. Follow the example: odds ask; evens answer in the negative:

M. want to go

M. drink tea

M. remember him

M. watch t.v.

F. Evens ask; odd answer in the negative:

F. understand the question

F. know his brother

F. have a radio

F. play tennis

M. Listen:

F. (post office)

M. Excuse me please, can you tell me where the post office is?

F. Yes, I can.

M. Odds ask; evens answer:

F. post office

F. drug store

F. high school

F. bus depot

F. movies

M. Evens ask; odd answer:

M. library

M. gym

M. cafeteria

M. office

F. Listen:

M. Ted Hall

F. Are you Ted Hall?

M. No, I'm not. I'm Bill White.

F. Evens ask; odds answer:

M. Ted Hall

M. teacher

M. from Texas

M. studying Spanish

F. Odds ask; evens answer:

F. Ted Hall

F. over 21

F. graduating this year

M. Exchange head phones please.

M. Now everybody, change the following to polite questions:

F. close the door

F. repeat the question

- F. open the door
- M. turn on the light
- M. help me

F. Now, politely ask directions to the following:

- M. post office
- M. drug store
- F. high school
- F. bus depot
- F. library

M. This ends the lesson.

M. Tape PP-3-V

THE VOICELESS 'TH' SOUND

M. Today we'll learn the voiceless th sound. The voiceless th sound is found in words like think, thank, thought, healthy, anything, wealth, breath.

Now I will say a word, you tell me whether the th sound is at the beginning, middle or the end of the word. For example, if I say "third," the th would be at the beginning. If I say "everything," the th would be in the middle, if I say "health," the th would be at the end. Just say "beginning," "middle" or "end." Here we go:

- | | | |
|-------------------|---------------------|----------------------|
| F. thought | M. health | F. thorough |
| F. nothing | M. third | F. north |
| F. anything | M. thousand | F. mathematics |
| F. thumb | M. everything | F. strength |
| F. thing | M. thanks | F. breath |
| F. south | M. month | F. thirteen |
| F. mouth | M. theater | F. length |

F. Now you will hear three words; tell me which one has a 'th' sound, the first, second, or third. Say, "first," "second," or "third."

- M. think - sink - sink (first)
- M. sought - thought - sought (second)
- M. thought - sot - sot (first)
- M. sot - sot - thought (third)
- M. sum - thumb - sum (second)
- M. sink - sink - think (third)

- M. mouse - mouse - mouth (third)
- M. sing - thing - sing (second)
- F. thing - thing - sing (first and second)
- F. sing - sing - sing (None)
- F. thank - sank - sank (first)
- F. sin - thin - sin (second)
- F. sin - sin - thin (third)
- F. thin - thin - thin (first, second, third)

M. Now let me help you make the voiceless 'th' sound correctly. Put the tip of your tongue between your teeth, and bite it a little. Now while you are biting it a little blow some air out between your teeth. With this 'th,' you do not make a noise in your throat. Voiceless means that you make no noise in your throat. (try it.)

M. Let's try saying some voiceless 'th' words. Put the tip of your tongue between your teeth; blow air through your teeth, make no noise in your throat and say:

- | | | |
|-------------------|----------------|----------------------------------|
| F. think | think | I think so. |
| F. thought | thought | I thought so. |
| F. thanks | thanks | Thanks for your help. |
| F. thumb | thumb | I hurt my thumb. |
| F. thirteen | thirteen | Seven and six are thirteen. |
| F. healthy | healthy | The children are healthy. |
| F. month | month | I'll see him next month. |

F. Now, I'll say sought, you say thought. Let's try it. ABCD.

- | | |
|-----------------|---------------|
| F. sought | thought |
| F. sink | think |
| F. sum | thumb |
| F. mouse | mouth |
| F. sank | thank |
| F. sing | thing |

M. Listen and repeat:

- | | | |
|------------------|---------------|---|
| M. thank | theater | Let's thank her for the theater tickets. |
| M. thick | thin | Thick and thin mean opposite things. |
| M. month | thirty | Does the month of June have thirty days? |
| M. thought | south | I thought I'd go south on vacation. |
| M. thank | theater | Let's thank her for the theater tickets. |

M. thick	thin	Thick and thin mean opposite things.
M. month	thirty	Does the month of June have thirty days?
M. thought	south	I thought I'd go south on vacation.

M. Now ask a question for these answers. If I say, "yes, she's thin," the question would be, "Is she thin?" ABCD.

M. Yes, she's thin.	F. Is she thin?
M. Yes, he's Dr. Smith.	F. Is he Dr. Smith?
M. Yes, the baby is healthy.	F. Is the baby healthy?
M. Yes, Mary is at the theater.	F. Is Mary at the theater?
M. Yes, there is something for Bill.	F. Is there something for Bill?
M. Yes, she's thin.	F. Is she thin?
M. Yes, he's Dr. Smith.	F. Is he Dr. Smith?
M. Yes, the baby is healthy.	F. Is the baby healthy?
M. Yes, Mary is at the theater.	F. Is Mary at the theater?
M. Yes, there is something for Bill.	F. Is there something for Bill?

M. The following words are voiced. You bite your tongue and make a noise in your throat.

LISTEN AND REPEAT:

M. the	Mother
M. this	father
M. that	brother
M. these	weather
M. those	another
M. they	bother
M. them	either

F. Say: My brothers did that themselves.
 Their car is better than this one.
 Are they going some other day, mother?

M. The following words are voiceless. You bite your tongue and make no noise in your throat. Bite the tip of your tongue, blow air through your teeth and say:

F. think	thirsty	anything
F. thought	third	nothing
F. thanks	thousand	health
F. thumb	everything	bath

M. Say: Let's thank her.

Thick and thin mean opposite things.

Does the month of June have thirty days?

I think you're thin.

F. To finish the lesson, here are many different 'th' sounds, voiced and voiceless.

LISTEN AND REPEAT:

M. the the in in the bank the information is in the book...

M. the the before the I'll buy tickets before the game.

M. thank thank you thank you very much

M. they together they came together

F. that's brother that's my brother

F. the in the into the room Let's go into the room.

F. think thing through Let's think this thing through.

F. Let's try that one again:

M. Make your own sentences with the following phrases: For example, if I say at the movies, you might say I saw Mary at the movies. All right, let's begin:

M. at the movies with the boy in the morning

in the book after the game across the ocean

on the table under the window before the game

This ends the lesson.

Tape P-3-V

THE VOICED 'TH' SOUND

Now we'll learn the voiced 'th' sound. The voiced 'th' sound is found in words like the, this, they, there, mother, father, brother. Listen to the difference between these words:

doze - those

dough - though

bade - bathe

dare - there

mudder - mother

laid - lathe

den - then

fadder - father

Dan - than

brudder - brother

Now I will say a word. You tell me whether the 'th' sound is at the beginning, middle, or at the end of the word. For example, if I say, "this" the 'th' would be at the beginning. If I say "mother," the 'th' sound would be in the middle. If I say "bath," the 'th' sound would be at the end. Just say, "beginning, middle, or end." Here we go:

this	although	that
they	either	brother
mother	bathe	them
father	bather	other
there	than	weather
though	rather	northern

Now you will hear three words. Tell me which one has a 'th' sound. The first, second, or third. Say "first," "second," or "third."

dare - dare - there	(3rd)
then - den - den	(1st)
den - then - den	(2nd)
den - den - then	(3rd)
ladder - ladder - lather	(3rd)
mother - mudder - mudder	(1st)
though - dough - dough	(1st)
dough - dough - dough	(none)
this - dis - dis	(1st)
dis - dis - this	(3rd)
brudder - brudder - brother	(3rd)
brother - brother - brother	(1st, 2nd, 3rd)

Now let me help you to make the voiced 'th' sound correctly. Put the tip of your tongue between your teeth, bite it a little. Now while you are biting it a little, make a noise in your throat. Try it To be sure you are making a noise in your throat, cover your ears with your hands. Now bite your tongue. Now make a noise in your throat. You should hear a buzzing sound inside your head. You should have a bee buzzing inside your head. Voiced means that you are making a noise in your throat. (Try it.) Let's try saying some voiced 'th' sounds. Put the tip of your tongue between your teeth, make a noise in your throat, and say:

the	the	the book
this	this	this one
that	that	that one
these	these	these books
those	those	those books

Now I'll say den, you say then, let's try it. ABCD.

den	then
dare	there
doze	those
dough	though
Dan	than

Let's put the 'th' in the middle of words. I'll say ladder, you say lather:

ladder	lather
brudder	brother
mudder	mother
fadder	father
ladder	lather
brodder	brother
mudder	mother
fadder	father

Listen and repeat:

this	this is mine	
that	that is mine	
those	those are mine	
these	these are mine	
they	they are coming	
their	their car is here	
mother	my mother	my mother is here
father	my father	my father is here
brother	my brother	my brother is here

Now I'll say mother. You answer, "Mother is here." If I say father, you say, "Father is here." Here we go:

mother	father	father
father	brother	brother
brother	grandmother	grandmother
grandmother	grandfather	grandfather
grandfather	mother	grandmother

Now I'll say mother and father. You answer mother and father are here:

mother and father	grandmother and grandfather
brother and father	mother and brother
grandmother and father	mother, father, and brother

Listen and repeat:

they	together	They come together.
that's	brother	That's my brother.
their	mother	I know their mother.
brothers	themselves	My brothers did that themselves.
than	this	This car is better than theirs.
the	smooth	The ice was smooth.
they	other	Are they going some other day?

To finish, I'll give the answer, you ask a question for the answer. For example: if I say, "Yes, my brother is working," you would ask, "Is your brother working?" Begin your questions with 'is.' ABCD.

Yes, my brother is working.	(is)	?
Yes, my father is here.	(is)	?
Yes, that book is his.	(is)	?
Yes, my mother is at home.	(is)	?
Yes, this is today's lesson.	(is)	?
Yes, the weather is getting cold.	(is)	?
Yes, this is the end of the lesson.	(is)	?
Yes, this is the end of the lesson.	(is)	?

This ends the lesson.

THE VOICED AND VOICELESS 'TH' SOUND

Say these words clearly:

ð (voiced)		θ (voiceless)	
the	therefore	through	thought
this	then	wealthy	thanks
thus	than	thumb	third
they	theirs	width	thousand
them	though	nothing	booth
these	that	anything	thirteen
clothing	another	theater	thirty
clothe	bother	mathematics	south
neither	either	thermometer	everything
other	smooth	month	mouth
breathe	these	healthy	length
those	there	bath	south
their	bathe		

Can you hear the difference?

thirty - dirth
thought - dot
dare - there

though - dough
thumb - dumb
mad - math

den - then
Dan - than
loathe - load

die - thy
drew - through
mother - mudder

‡ (Voiced TH)

Their car is better than this one.
They don't know whether they can go in such weather.
Those boys resemble their father and their mother.
If they do that, they'll have no further trouble.
Those boys over there are brothers.
Neither of them wanted to go with their mother.
They hadn't seen each other since then.
My brothers did that themselves.

Θ (Voiceless TH)

I think her birthday comes this month.
The police think that the robbery was the work of three thieves.
We thanked Arthur for taking us to the theater.
Our theater tickets were for Thursday, the thirteenth of the month.
She thinks of nothing but her health.
He is a wealthy author and lives in the South.
Thick and thin mean opposite things.
Does the month of June have thirty days or thirty-one?

THE CREATION

by James Weldon Johnson

And God stepped out of space,
And He looked around and said:
I'm lonely
I'll make me a world.

And as far as the eye could see
Darkness covered everything,
Blacker than a hundred midnights
Down in a cypress swamp.

Then God smiled,
And the light broke,
And the darkness rolled up on one side,
And the light stood shining on the other,
And God said: That's good!

Then God reached out and took the light in
His hands

Until He made the sun;
And He set that sun ablazing in the heavens.
God gathered it up in a shining ball
And flung it against the darkness,
Spangling the night with the moon and stars.
Then down between the darkness and the light
He hurled the world;
And God said: That's good!

Then God himself stepped down
And the sun was on His right hand,
And the moon was on His left;
The stars were clustered about His head,
And the earth was under His feet,
And God walked, and where He trod
His footsteps hollowed the valleys out
And bulged the mountains up.

Then He stopped and saw
That the earth was hot and barren
So God stepped over to the edge of the world
And He spat out the seven seas —
He batted His eyes, and the lightning flashed.
He clapped His hands, and the thunders rolled
And the waters above the earth came down.

Then the green grass sprouted
And the little red flowers blossomed,
The pine tree pointed his finger to the sky,
And the oak spread out his arms,
The lakes cuddled down in the hollows
of the ground
And the rivers ran down to the sea
And God smiled again.
And the rainbow appeared,
And curled itself around His shoulder.

Then God raised His arm and waved His hand,
Over the seas and over the land,
And He said: Bring forth! Bring forth!
And quicker than God could drop His hand,
Fishes and fowls
And beasts and birds
Swam the rivers and the seas,
Roamed the forests and the woods,
And split the air with their wings.
And God said: That's good!

Then God walked around,
And God looked around
On all that He had made.
He looked at His sun,

And He looked at His moon,
And He looked at His little stars;
He looked on His world
With all its living things,
And God said: I'm lonely still.

Then God sat down
On the side of a hill where he could think;
By a deep, wide river He sat down;
With His head in His hands,
God thought and thought,
Till He thought: I'll make me a man!

Up from the bed of the river
God scooped the clay;
And by the bank of the river
He kneeled Him down;
And there the great God Almighty
Who lit the sun and fixed it in the sky,
Who flung the stars to the most far corner
of the night,
Who rounded the earth in the middle of His
hand;
This great God,
Like a mammy bending over her baby,
Kneeled down in the dust
Toiling over a lump of clay
Till He shaped it in His own image;

Then into it He blew the breath of life,
And man became a living soul.

Amen, Amen.

HIAWATHA

by Henry Wadsworth Longfellow

(Hiawatha was born of the beautiful Wenonah. Deserted by Hiawatha's father, the West-Wind, Wenonah soon faded from loneliness and died. It was Nokomis, the grandmother, who raised Hiawatha.)

By the shores of Gitche Gumee
By the shining Big-Sea-Water,
Stood the wigwam of Nokomis,
Daughter of the Moon, Nokomis.
Dark behind it rose the forest,
Rose the black and gloomy pine trees,
Rose the firs with cones upon them;

Bright before it beat the water,
Beat the clear and sunny water,
Beat the shining Big-Sea-Water.

There the wrinkled old Nokomis
Nursed the little Hiawatha,
Rocked him in his linden cradle,
Bedded soft in moss and rushes,

Safely bound with reindeer sinews;
Stilled his fretful wail by saying,
"Hush/ the Naked Bear will hear thee/"
Lulled him into slumber, singing
"Ewa-yea/ my little owlet/"
Who is that, that lights the wigwam?
"Ewa-yea/ my little owlet/"

Many things Nokomis taught him
Of the stars that shine in heaven;
Showed him Ishkoodah, the comet;
Ishkoodah, with fiery tresses;
Showed the Death-Dance of the spirits,
Warriors with their plumes and war clubs,
Flaring far away to northward
In the frosty nights of Winter;
Showed the broad white road in heaven,
Pathway of the ghosts, the shadows.
Running straight across the heavens,
Crowded with the ghost, the shadows.

At the door on summer evenings
Sat the little Hiawatha;
Heard the whispering of the pine trees,
Heard the lapping of the waters,
Sounds of music, words of wonder;
"Minne-wawa/" said the pine trees,
"Mudway-aushka/" said the water.

Saw the fire-fly, Wah-Wah-taysee,
Flitting through the dusk of evening
With the twinkle of its candle
Lighting up the brakes and bushes,
And he sang the song of children,
Sung the song Nokomis taught him;
Wah-wah-tayee, little firefly,
Little, flitting, white-fire insect,
Little, dancing, white-fire creature,
Light me with your little candle,
Ere upon my bed I lay me,
Ere in sleep I close my eyelids/"

Saw the moon rise from the water

Rippling, rounding from the water,
Saw the flecks and shadows on it,
Whispered, "What is that, Nokomis?"
And the good Nokomis answered:
"Once a warrior, very angry,
Seized his grandmother, and threw her;
'Tis her body that you see there"

Saw the rainbow in the heavens,
In the eastern sky, the rainbow,
Whispered, "What is that, Nokomis?"
And the good Nokomis answered:
'Tis the heaven of flowers that you see there
All the wild flowers of the forest,
All the lilies of the prairie,
When on earth they fade and perish,
Blossom in that heaven above us."

When he heard the owls at midnight,
Hooting, laughing in the forest,
"What is that?" he cried in terror,
"What is that?" he said, "Nokomis?"
And the good Nokomis answered:
"That is but the owl and owlet,
Talking in their native language,
Talking, scolding at each other."

Then the little Hiawatha
Learned of every bird its language
Learned their names and all their secrets,
How they built their nests in summer,
Where they hid themselves in winter,
Talked with them whene'er he met them,
Called them "Hiawatha's Chickens."

Of all beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns.
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them "Hiawatha's Brothers."

THIRD WEEK ENRICHMENT

From: Hansen & Pierce, *Speak To Learn*, Stockton Unified School District, California.

MAKING THE SOUND:

To make the sound of (Θ), put the tongue between the teeth (not beyond the lips), and blow.

For practice of unvoiced *th*:

Thistle! Thistle! Thistle!
Thriving in the thicket!
Trusting out your prickly points
Piercing through the picket!

S.M.C.

THEODORE, THE JUMPING FROG

- VOICE: Theodore, the jumping frog,
Was a winner in every race,
From the Calaveras to the streets of Paris
Theodore always set the pace.
- ALL: Up with a jump-ity, jump-ity, jump,
Down with a thump-ity, thump-ity, thump,
Oh! What a jumper was he!
- VOICE: Theodore was proud of his fame,
And blue ribbons hung on his wall.
He started to dream and he started to scheme.
Of the longest jump of them all.
- ALL: Up with a jump-ity, jump-ity, jump,
Down with a thump-ity, thump-ity, thump,
Oh! What a jumper was he!
- VOICE: Theodore won the race to outer space,
As he jumped all the way to the moon.
Prizes and fame will honor his name.
We hope he returns to Earth soon.
- ALL: With a jump-ity, jump-ity, jump,
And a thump-ity, thump-ity thump.
Oh! What a jumper was he!

From: Hansen & Pierce, *Speak To Learn*, Stockton Unified School District, California.

MAKING THE SOUND:

To make the sound of ($\mathfrak{d}$), put the tongue between the teeth (not between the lips), and blow. Use your voice.

For practice of voiced *th*:

Whether the weather be fine,
Or whether the weath be not,
Whether the weather be cold,

Or whether the weather be hot —
 We'll weather the weather;
 Whatever the weather,
 Whether we like it or not.

—Author Unknown

MAN OF WEATHER

Girls: Oh, White Feather
 Man of Weather,
 Make it thunder,
 Make it rain,
 Stop the dust
 On the plain.

CHORUS

All: Thuh - yuh, thuh - yuh
 Thuh - yuh, Hi!
 Send the rain
 From the sky.
 Thuh - yuh, thuh - yuh
 Thuh - yuh, Hi!

Boys: Oh, White Feather,
 Man of Weather,
 Flash the lightning,
 Make it glow,
 Show the rain-drops
 Where to go.

CHORUS

All: Thuh - yuh, thuh - yuh
 Thuh - yuh, Hi!
 Send the rain
 From the sky.
 Thuh - yuh, thuh - yuh
 Thuh - yuh, Hi!

THIRTY THOUSAND THOUGHTLESS BOYS

Thirty thousand thoughtless boys
 Thought they'd make a thundering noise;
 So with thirty thousand thumps,
 They thumped on thirty thousand drums.

* * *

JINGLE

Did you ever see together
 Sheaves of wheat in windy weather,
 Withered leaves in fields of heather
 All these growing, all together?

Girls: Oh, White Feather
 Man of Weather,
 Ask the clouds to
 Hide the sun,
 Plants will die,
 One by one.

CHORUS

All: Thuh - yuh, thuh - yuh
 Thuh - yuh, Hi!
 Send the rain
 From the sky.
 Thuh - yuh, thuh - yuh
 Thuh - yuh, Hi!

THERE ISN'T TIME

There isn't time, there isn't time
 To do the things I want to do.
 With all the mountain-tops to climb,
 And all the woods to wander through,
 And all the seas to sail upon,
 And everywhere there is to go,
 And all the people, every one
 Who lives upon the earth, to know.
 There's only time, there's only time
 To know a few, and do a few,
 And then sit down and make a rhyme
 About the rest I want to do.

—Eleanor Farjeon

In the blanks at the right of the following words, write S or Z to show how the letter 's' is pronounced in each particular word.

- | | | | |
|-----------------|------------------|------------------|--------------------|
| 1. also | 12. cousin | 23. has | 34. bus |
| 2. busy | 13. tries | 24. closes | 35. news |
| 3. this | 14. plays | 25. easy | 36. house |
| 4. these | 15. movies | 26. dress | 37. raise |
| 5. those | 16. case | 27. pens | 38. peas |
| 6. was | 17. kiss | 28. eyes | 39. business |
| 7. his | 18. cats | 29. books | 40. days |
| 8. class | 19. dogs | 30. nose | 41. does |
| 9. goes | 20. puts | 31. known | 42. comes |
| 10. some | 21. likes | 32. tennis | 43. eats |
| 11. first | 22. brings | 33. seat | 44. rose |

LANGUAGE LESSON PLANS

FOR LAB I

FOURTH WEEK

PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1 Develop listening habits: 1. The comprehension of spoken, short stories. 2. The practice of following, in writing, a series of spoken directions.	Read aloud three or four very short stories, each requiring short, written answers, for a quick, comprehensive check. Conduct a written activity that requires careful listening to step by step directions. Refer to Script C-2-V for suggested samplings.	Presentation of a group of short stories, each requiring answers to resume questions. Directed written activity requiring listening for step by step instructions. Independent recording: <i>Which Language Is Best?</i> Review: <i>Barbara Frietchie</i>	Tape C-2-V: <i>Listening Practice</i> Oral reading: <i>Which Language Is Best?</i> <i>Barbara Frietchie</i>
SESSION 2 Teach the use of the past tense with "to be."	Teach the use of <i>was</i> and <i>were</i> in affirmative and interrogative sentences, positive and negative. Teach interrogation by inverted order. Practice present to past tense changes, using "to be." Refer to Script S-1-V for suggestions. See <i>Regents I</i>: pages 4, 6, 7, 39, 40.	Declarative sentences, positive and negative, with "to be"; asking questions through inverted order; question-answer exchange; asking questions from answers; changing present to past; pattern drills involving negative questions and answers with "to be," past and present. Recording practice: <i>Which Language is Best?</i> <i>Barbara Frietchie</i>	Tape S-1-V: <i>Use of Past Tense with "to be"</i> Speak-Sheet S-1-V <i>Which Language Is Best?</i> <i>Barbara Frietchie</i>
SESSION 3 Teach the use of "did" with the past tense.	Familiarize irregular verbs in past with "did"; provide oral and/or written exercises changing present to past, using both the preterit and "did" with the past. (I saw; I did see; He brought; He did bring.) Script S-2-V has suggestions. See <i>Regents I</i>: pages 44, 67, 80, 86, 94, 107.	Pattern drills using past tense of irregular verbs with positive and negative sentences using "did" and "didn't"; question-answer dialogues using "did" and "didn't." Introduce <i>Gettysburg Address</i>.	Tape S-2-V: <i>"Did" with Past</i> Speak-Sheets: S-1-V, S-2-V Review: <i>Barbara Frietchie</i> <i>Gettysburg Address</i> (model tape)

Week's Lessons Follow

- M. During this lesson, you will hear many short stories. Listen very carefully. You will answer questions about each story. This lesson will help you to train yourself to be a good listener. Here is the first story:

A WIFE'S FIRST COOKING LESSON

- F. When I got married, I didn't know how to cook. I had never cooked in my life. I had never even seen a frying pan, believe it or not. My husband said I'd better learn pretty fast. I bought a cook book and I hadn't read two pages before I knew that cooking was going to be much more trouble than I had thought. I had never known that you needed so many things just to begin. I had to buy pots and pans of all sizes and about a dozen different spoons. The next question was "What should I cook?" "Should I try something difficult?" No, never. I knew my husband liked chicken. I said to myself, "Chicken must be easy to cook. All I have to do is put it in a pot." So I went to the market and bought a small chicken. I prepared it the way the book said and put it on the table at 7 o'clock. Imagine how disappointed I was when my husband couldn't eat it. He asked me where I found that old rooster. It was terrible. I cried and it seemed it was going to be a very bad evening. But my husband laughed and took me out to a restaurant for dinner. That was my first adventure in cooking.

- M. Now, think back about the story and answer these questions:
(answer in complete sentences)

1. Why did the wife want to learn to cook?
2. What was the first thing she did to learn to cook?
3. Who bought the book?
4. What three things did she buy?
5. What was the first thing she cooked?
6. Why did she choose that to cook?
7. Was her first dinner any good?
8. Was it a bad evening?

If you have trouble answering any of the questions, you did not listen closely enough. You may rewind and listen to the story again to find the answers.

When you have answered the questions listen to these very short stories. After each story I will say, "What did I talk about?" and you explain what I talked about. All right, here's the first story:

- M. My car wouldn't start yesterday, so I called the garage. The mechanic came right away. It didn't take him long to fix it. (What did I talk about?)
- F. John wanted to go to the movies but his mother wouldn't let him. His mother thought he should stay home and study. (What did I talk about?)
- M. Mary's mother wanted her to help with the washing and cleaning, but Mary didn't like to do those things very well. (What did I talk about?)

- F. John got dressed in a hurry the other morning. He jumped out of bed and got dressed in about two minutes. He thought he was going to be late, but he wasn't. He was right on time. (What did I talk about?)
- M. Somebody sent me a package yesterday. I got the scissors and started to cut the string off. Before I could cut the string off, I cut my finger. I had to call the doctor. (What did I talk about?)
- F. I was disappointed yesterday. I wanted to go shopping but it rained all afternoon. I decided to stay home and catch up on my letter writing. (What did I talk about?)
- M. I always keep an encyclopedia at home. When I don't know the answer to a question, I get the encyclopedia. I use it all the time. I think everybody should have one. (What did I talk about?)
- F. I had never been fishing before. I went out to a river on the edge of town. I fished for about two hours, but I didn't catch a thing. (What did I talk about?)
- M. I was in a strange city and I didn't know my way around. I didn't know which bus to take to get to the city hall, so I asked a policeman. He told me which bus to take and where the bus stop was. (What did I talk about?)
- F. Listen carefully to this story:

- M. I just arrived here yesterday. My name is Richard Davis. I came to Intermountain to attend the ninth grade. I have never been here before.

I arrived in town at the bus depot at 7 o'clock last night and took a taxi to the campus. I was tired and went to bed rather early, about 8:30.

This morning I got up about 6 o'clock and ate breakfast. I had to be in class at 9 o'clock. I went to the principal's office and asked the secretary, "How do I get to room 10?"

She said, go upstairs and turn right on the second floor. Go down the hall and it will take you to room 10.

I thanked her. Her directions were good. I got to room 10 all right and began my classes on time.

- M. Now answer these questions about the story:

1. What time did I arrive?
2. Where in town did I arrive first?
3. Why did I come here?
4. When did I go to bed?
5. When did I get up?
6. Where was my first class?
7. Who gave me directions?
8. Was I on time?
9. What time did class begin?

- F. The tapes you will hear in the language lab will give you directions, ask you questions, and tell you stories. But careful listening comes first. The better you listen; the better you speak.
- M. You have been listening to short stories to help you improve your listening habits. Now you will be asked to follow directions. The directions will be given only once. Some directions will have only one part; others will have two or more parts. You'll find that you must listen closely.

On your desk, you'll find a paper and pencil. Place the paper so that the hole is at the top. Fold the paper in half, lengthwise Now fold the paper so that the bottom corners meet the top Spread open the paper. You have four sections You will write in one of the unused sections. The hole will always be at the top.

Print your name in the upper right corner of one of the unused sections, last name first

Number from 1 to 8 down the left side of the section you are using

Print the word "LUNCH" to the right of No. 4 The numbers you have written are your class periods.

To the right of each number, first print the time that period begins, then the name of the course

In the upper left corner of the section, print the date, using numbers, ..., month, day, year

In the lower right hand corner of the section, print your class section number, followed by your home room teacher's name

Put an X through the number of the period you enjoy most, and circle the number of the period you like least

Put a plus sign to the left of the period number you find most difficult and put a minus sign to the left of the period number you find easiest

Place the paper, spread open in the upper right hand corner of your desk with the pencil on top of it

This ends the lesson.

M. Tape S-1-V USE OF PAST TENSE WITH "TO BE"

Listen:

- M. John is in school.
- M. Ted is in school.
- M. Mary is in school.
- M. Ruth is in school.

- F. He was in school yesterday.
- F. He was in school yesterday.
- F. She was in school yesterday.
- F. She was in school yesterday.

- | | |
|---------------------------------|-----------------------------------|
| M. John and Ted are in school. | F. They were in school yesterday. |
| M. Mary and Ruth are in school. | F. They were in school yesterday. |
| M. You and I are in school. | F. We were in school yesterday. |
| M. Bob and I are in school. | F. We were in school yesterday. |

M. If I say, "John is in school," you answer, "He was in school yesterday"; if I say, "Mary and Ruth," you answer, "they were . . ." Here we go:

- | | |
|-----------------------|-------|
| M. John is in school | ..... |
| M. Ted | ..... |
| M. Mary | ..... |
| M. Ruth | ..... |
| M. John and Ted | ..... |
| M. Mary and Ruth | ..... |
| M. You and I | ..... |
| M. Bob and I | ..... |
| M. Mr. Jackson | ..... |
| M. Miss Murphy | ..... |
| M. Bill, Mary and Joe | ..... |
| M. All of the classes | ..... |
| M. the nurse | ..... |
| M. my younger sister | ..... |
| M. my older brother | ..... |

F. Listen:

- | | |
|---------------------------------|------------------------------|
| F. Bill is here today. | M. Was he here yesterday? |
| F. Mary is here today. | M. Was she here yesterday? |
| F. Ted is here today. | M. Was he here yesterday? |
| F. Ann and Beth are here today. | M. Were they here yesterday? |
| F. Fred and Sam are here today. | M. Were they here yesterday? |

F. Now I'll say, "Bill is here today"; you ask, "Was he here yesterday?" Let's begin:

- | | |
|---------------------------------|-------|
| F. Bill is here today. | ..... |
| F. Mary is here today. | ..... |
| F. Ann and Beth are here today. | ..... |
| F. Fred and Sam | ..... |
| F. My mother | ..... |
| F. The nurse | ..... |

- F. all of the classes
 F. my younger sister
 F. my older brother

M. Listen:

- M. You were here yesterday, weren't you? F. Yes, I was.
 M. Your brother was a Marine, wasn't he? F. Yes, he was.
 M. Were Joe and Ruth with you? F. Yes, they were.

M. Now you answer with "yes" and a short answer: ABCD.

- M. You were here yesterday, weren't you? Yes, I was.
 M. Your brother was a Marine, wasn't he? Yes, he was.
 M. Were Joe and Ruth with you? Yes, they were.
 M. The last lesson was easy, wasn't it? Yes, it was.
 M. They were absent, weren't they? Yes, they were.
 M. Were you studying last night? Yes, I was.
 M. Were your folks shopping yesterday? Yes, they were.
 M. Was the bus late? Yes, it was.

F. Now change the following to questions. If I say, "Your brother was a Marine"; you ask, "Was your brother a Marine?" Here we go: ABCD.

- F. Your brother was a Marine. M. Was?
 F. You were here yesterday. M. Were?
 F. Joe and Ruth were with me. M. Were?
 F. The last lesson was easy. M. Was?
 F. They were absent. M. Were?
 F. My folks were shopping. M. Were they?
 F. The bus was late. M. Was?
 F. I was studying last night. M. Were you?

M. Listen:

- M. Joe is here today, but he wasn't here yesterday. F. Joe
 M. Ruth is here today, but she wasn't here yesterday. F. Ruth
 M. My folks are here today, but they weren't yesterday. F. my folks
 M. Frank is here today, but he wasn't here yesterday. F. Frank
 M. Mary and Bill are here today, but they weren't here yesterday. F. Mary & Bill

M. Now you join in when you're ready:

- M. Joe is here today, but he wasn't here yesterday F. Ruth
 F. Frank

- | | |
|-------|-----------------|
| ..... | F. my folks |
| ..... | F. Mary & Bill |
| ..... | F. the nurse |
| ..... | F. the bus |
| ..... | F. the mail |
| ..... | F. your friends |

M. Change the following sentences to questions: For example, if I say, "That was a difficult lesson," you would ask, "Was that a difficult lesson?" Here we go: ABCD.

- | | |
|--|---------------------------------------|
| M. That was a difficult lesson. | F. Was that a difficult lesson? |
| M. You were born in Japan. | F. Were you? |
| M. Last year was 1962. | F. Was last year? |
| M. She was visiting her grandmother. | F. Was she? |
| M. Many people were going to the movies. | F. Were many? |
| M. I was late. | F. Were you? |
| M. He was at his uncle's. | F. Was he? |

M. Listen:

- M. I'm here today.
 F. I'm here today, but I wasn't here yesterday.
 M. Mary is absent today.
 F. Mary is absent today, but she wasn't absent yesterday.

M. Now you follow the example:

- M. I'm here today.
 M. Mary is absent today.
 M. John is in class now.
 M. They're good friends today.
 M. They're good friends today.
 M. I am ready now.

F. Give a short yes answer to the following. For example: If I say, "Mary was here Tuesday, wasn't she?" you would answer, "Yes she was." If I say, "Yesterday was a fine day, wasn't it?" you would answer, "Yes it was." Let's begin:

- F. Mary was here Tuesday, wasn't she?
 F. Yesterday was a fine day, wasn't it?
 F. They were tired, weren't they?
 F. John was late, wasn't he?

- M. You were studying last night, weren't you?
- M. Your brother was a Marine, wasn't he?
- M. She was looking for a shoe, wasn't she?
- F. Now give a short no answer to the following:
- F. Mary wasn't here Tuesday, was she? No she wasn't.
- F. Yesterday wasn't a good day, was it?
- F. They weren't tired, were they?
- F. John wasn't late, was he?
- M. You weren't studying last night, were you?
- M. Your brother wasn't a Marine, was he?
- M. She wasn't looking for a shoe, was she?
- M. We'll finish the lesson with a rapid review. If I say, "I am tired," you say, "I was tired." Here we go:
- M. I am tired.
- M. Mary is here.
- M. That is a difficult lesson.
- M. Bill's late.
- M. I'm early.
- M. She's my teacher.
- M. They're leaving.
- M. This is good practice.
- M. This ends the lesson.

Tape S-2-V

"DID" WITH PAST TENSE

M. Listen:

- | | | |
|----------------------------|-----------------------------|--------------------|
| F. Did she come early? | F. Yes, she came early. | M. (came) |
| F. Did he do his work? | F. Yes, he did his work. | M. (did) |
| F. Did they eat breakfast? | F. Yes, they ate breakfast. | M. (ate) |
| F. Did you go? | F. Yes, I went. | M. (went) |
| F. Did she have her book? | F. Yes, she had her book. | M. (had) |
| F. Did you see her? | F. Yes, I saw her. | M. (saw) |
| F. Did you think about it? | F. Yes, I thought about it. | M. (thought) |

F. Did she understand?	F. Yes, she understood.	M. (understood) ..
F. Did he wear his coat?	F. Yes, he wore his coat.	M. (wore)
F. Did she bring it?	F. Yes, she brought it.	M. (brought)

F. Now you answer:

M. Did she come early?	.....	came
M. Did he do his work?	.....	did
M. Did they eat breakfast?	.....	ate
M. Did you go?	.....	went
M. Did she have her book?	.....	had
M. Did you see her?	.....	saw
M. Did you think about it?	.....	thought
M. Did she understand?	.....	understood
M. Did he wear his coat?	.....	wore
M. Did she bring it?	.....	brought

M. Now I'll give the answers, you ask the questions: ABCD.

M. Yes, she came early.	F. Did she leave early?
M. Yes, he did it.	F. Did he do it?
M. Yes, they ate breakfast.	F. Did they eat breakfast?
M. Yes, I went.	F. Did you go?
M. Yes, she had it.	F. Did she have it?
M. Yes, I saw her.	F. Did you see her?
M. Yes, I thought about it.	F. Did you think about it?
M. Yes, she understood.	F. Did she understand?
M. Yes, he wore it.	F. Did he wear it?
M. Yes, she brought it.	F. Did she bring it?

M. Listen and repeat:

M. bought	I bought	I bought a new suit.
M. forgot	I forgot	I forgot my book.
M. got up	I got up	I got up at seven.
M. gave	I gave	I gave it to the teacher.
F. made	I made	I made by bed.
F. took	I took	I took an examination.
F. wrote	I wrote	I wrote some letters.

M. Listen and repeat:

M. I got up at seven and took a shower.

M. I bought a book and gave it to my brother.

M. I wrote a letter and took it to the post office.

M. He went downtown and bought some shoes.

F. She came early and went home late.

F. We ate dinner and went to a movie.

F. He bought a suit and took it home.

F. Give your own answer to the following questions:

F. When did he come?

F. When did she go?

F. When did you buy it?

F. When did they give it to you?

F. When did he forget his appointment?

M. When did you think about it?

M. When did they write to you?

M. When did she eat lunch?

M. When did you get up?

M. When did you make that?

F. Now you ask the questions for these answers: ABCD.

F. Yes, he came at 7. M. Did he come at 7?

F. Yes, she went at 9. M. Did she go at 9?

F. Yes, I bought it yesterday. M. Did you buy it yesterday?

F. Yes, they gave it to me yesterday. M. Did they give it to you yesterday?

F. Yes, he forgot it yesterday. M. Did he forget it yesterday?

F. Yes, I thought about it this morning. M. Did you think?

F. Yes, they wrote to me last week. M. Did they write?

F. Yes, she ate lunch at noon. M. Did she eat lunch at noon?

F. Yes, I got up at seven. M. Did you get up at 7?

F. Yes, I made it last year. M. Did you make it last year?

M. Listen:

M. Did you see a good movie?

F. Yes, we did. We saw a very good movie.

- M. Did your friend come yesterday?
 F. Yes, he did. He came about 8 o'clock.
 M. Did Mr. White eat dinner with you?
 F. Yes, he did. We ate dinner together yesterday.

M. Answer yes, use the word, then add a second answer of your own:

M. Let's begin:

- M. Did you see a good movie?
 M. Did your friend come yesterday?
 M. Did Mr. White eat dinner with you?
 M. Did you understand the question?
 M. Did the teacher give a test today?
 M. Did you pass the test?
 F. Did you get up early this morning?
 F. Did John buy a new suit?
 F. Did she make her bed this morning?
 F. Did you think it was a good program?
 F. Did you forget your book?

M. Listen and repeat:

- | | |
|---------------------|-------------------------|
| M. understood | didn't understand |
| M. listened | didn't listen |
| M. wore | didn't wear |
| M. wanted | didn't want |
| M. did | didn't go |
| M. ate | didn't eat |
| M. cleaned | didn't clean |
| M. went | didn't go |
| F. telephoned | didn't telephone |
| F. brought | didn't bring |
| F. got up | didn't get up |
| F. forgot | didn't forget |
| F. took | didn't take |
| F. gave | didn't give |
| F. wrote | didn't write |

M. Make the following statements negative. For example, if I say, "We understood the lesson," you would answer, "We didn't understand the lesson." If I say, "I listened to the radio," you would answer, "I didn't listen to the radio." All right, here we go:

- M. We understood the lesson.
- M. I listened to the radio.
- M. He wore his new suit.
- M. She wanted to go.
- M. He did his homework.
- M. They ate breakfast.
- F. She cleaned her room.
- F. They went shopping.
- F. He telephoned his brother.
- F. She bought a new dress.
- F. They got up at 6.
- F. We took a trip.
- F. Mary gave me a book.
- F. Bill and his brothers wrote letters.

F. This ends the lesson.

USE OF THE PAST TENSE

S-1-V

Say the following in the past tense:

<i>Present</i>		<i>Past</i>		<i>Present</i>		<i>Past</i>
I go.	I	.....		He is coming.	He	.....
He goes.	He	.....		They are going.	They	.....
She speaks.	She	.....		She is making.	She	.....
They bring.	They	.....		I am saying.	I	.....
I tell.	I	.....		We are bringing.	We	.....
We make.	We	.....		Fred is eating.	Fred	.....

Remember the troublemaker "did" that doesn't obey the rule. When you use the word "did," don't change the verb. Even though you mean the past tense, you must use "did" with the present form of the verb.

Example:

<i>Present</i>	<i>Past (same verb)</i>
I eat downtown.	I did eat downtown yesterday.
Jim walks to work.	Jim did walk to work yesterday.

Now, say the following in the past:

I speak.	I did	We are bringing.	We did
I go.	I did	I'm not going.	I did not
He brings.	He did	She isn't coming.	She did not
They are singing.	They did	The chorus is singing.	The chorus did
We are eating.	We did	Jim is leaving.	Jim did
Ruth is sleeping.	Ruth did	Bill is studying.	Bill did
Mary is cooking.	Mary did	They are making.	They did

NEGATIVE STATEMENTS

S-2-V

Say clearly:

I am	I'm not	Yes, I am	No, I'm not
You are	You're not	Yes, you are	No, you're not
He is	He isn't	Yes, he is	No, he isn't
She is	She isn't	Yes, she is	No, she isn't
It is	It isn't	Yes, it is	No, it isn't
We are	We're not	Yes, we are	No, we're not
They are	They're not	Yes, they are	No, they're not

Answer "No," then complete the sentence:

Can you drive?

No, ...

Is that coffee hot?

No, ...

Does your brother go to school?

No, ...

Are Tom and Jim in your class?

No, ...

Answer with a complete sentence, giving the correct information:

Is Phoenix in New Mexico?

No, ...

Is German your favorite subject.

No, ...

Do you have your lunch at 2:00?

No, ...

Are you from El Paso?

No, ...

Answer "No," using the information in parenthesis for your answer:

Did Bill leave at 5:00?	(7:30)	No, Bill left at 7:30.
Did you go Monday?	(Thursday)	.....
Did Beth drive to Montana?	(Wyoming)	.....
Does she like to sing?	(dance)	.....
Did Ruth bring her sister?	(cousin)	.....
Do you study on Sundays?	(weekdays)	.....
Is he a plumber?	(painter)	.....

WHICH LANGUAGE IS BEST?

Language makes possible the exchange of ideas between peoples./ It also makes possible the passing of thoughts from a father to his son./ Although many people would like to know how language first began, it is not clear exactly where or how this happened./ However, we do know a good deal about early and modern languages./ There are probably about 3,000 languages in the world today. Some are kept in books for classes like yourselves to study./

Learning means hard work./ You must develop patience with steady practice./ It is difficult when people find that the new language is so different from their own./ After all, you have been speaking your own language since before you can remember./ A person's own language plays a very strong part in his young life./ His family, his friends, even complete strangers used that language./ It is easy to understand why anybody would think his language is better./ You would say, "My own language is the most beautiful and the best of all."/

The very first thing that we must learn when we begin to work a new language is that every language is the best one for the people who use it./

BARBARA FRIETCHIE

by John Greenleaf Whittier

Up from the meadow rich with corn.
Clear in the cool September morn,

The clustered spires of Frederick stand
Green-walled by the hills of Maryland.

Round about them orchards sweep,
Apple and peach tree fruited deep,

Fair as the garden of the Lord
To the eyes of the famished rebel horde,

On that pleasant morn of the early fall
When Lee marched over the mountain-wall;

Over the mountains winding down,
Horse and foot, into Frederick town.

Forty flags with their silver stars,
Forty flags with their crimson bars,

Flapped in the morning wind: the sun
Of noon looked down, and saw not one.

Up rose old Barbara Frietchie then,
Bowed with her four score years and ten;

Bravest of all in Frederick town,
She took up the flag the men hauled down;

In her attic window the staff she set,
To show that one heart was loyal yet.

Up the street came the rebel tread,
Stonewall Jackson riding ahead.

Under his slouched hat left and right
He glanced; the old flag met his sight.

"Halt." — the dust-brown ranks stood fast.
"Fire." — out blazed the rifle blast.

It shivered the window, pane and sash;
It rent the banner with seam and gash.

Quick, as it fell, from the broken staff
Dame Barbara snatched the silken scarf.

She leaned far out on the window-sill,
And shook it forth with a royal will.

"Shoot, if you must, this old gray head,
But spare your country's flag," she said.

A shade of sadness, a blush of shame,
Over the face of the leader came;

The nobler nature within him stirred
To life at that woman's deed and word;

"Who touches a hair of yon gray head
Dies like a dog. March on," he said.

All day long through Frederick street
Sounded the tread of marching feet.

All day long that free flag tossed
Over the heads of the rebel host.

Ever its torn folds rose and fell
On the loyal winds that loved it well;

And through the hill-gaps sunset light
Shone over it with a warm good-night.

Barbara Frietchie's work is o'er,
And the rebel rides on his raids no more

Honor to her, and let a tear
Fall, for her sake, on Stonewall's bier.

Over Barbara Frietchie's grave,
Flag of Freedom and Union, wave.

Peace and order and beauty draw
Round thy symbols of light and law;

And ever the stars above look down
On thy stars below in Frederick town.

GETTYSBURG ADDRESS

Abraham Lincoln
November 19, 1863

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, and for the people, shall not perish from the earth.

FOURTH WEEK ENRICHMENT

VERBS: Irregular past tense forms (changing present to past using both the preterit and did with the past).

Use this as an oral and/or written exercise:

begin
He began.
He did begin.

draw
She drew.
She did draw.

see
I saw.
I did see.

drink
He drank.
He did drink.

eat
They ate.
They did eat.

know
I knew.
I did know.

tell
He told.
He did tell.

shine
It shone.
It did shine.

bring
I brought.
I did bring.

catch
He caught.
He did catch.

run
They ran.
They did run.

sit
She sat.
She did sit.

take
He took.
He did take.

write
They wrote.
They did write.

lose
I lost.
I did lose.

teach
She taught.
She did teach.

bite
She bit.
She did bite.

break
I broke.
I did break.

feel
They felt.
They did feel.

buy
He bought.
He did buy.

SENTENCES: Listen and Repeat.

1. Mary lost her purse.
Mary did lose her purse.
2. Jim grew one foot taller this summer.
Jim did grow one foot taller this summer.
3. Jo Ann spoke to the GAA meeting.
Jo Anne did speak to the GAA meeting.
4. The earth shook during the storm.
The earth did shake during the storm.
5. I rode to Chicago this summer.
I did ride to Chicago this summer.

FOURTH WEEK ENRICHMENT

From: Allen and Allen, *Review Exercises for EFL*, T. Y. Crowell, Inc., N. Y.

PAST TENSE

Fill each blank with the correct form of the verb *to be*: (Notice the *time expressions*.)

EXAMPLE: It *is* hotter today than it *was* yesterday.

1. The weather better now than it last week.
2. There more rain last month than there now.
3. There fewer rainy days last summer than there usually
4. There more water in that river now than there last winter.
5. The fish in this river bigger than the fish in some seas
6. food as expensive in 1950 as it now?
7. the world worse now than it a hundred years ago?
8. In 1899 many things better than they now.

9. English easier for you now than it a year ago.
10. English words that hard for you then easy for you now.

II.

1. The floor of this classroom clean a few hours ago.
2. There two pieces of chalk here yesterday.
3. My sentences wrong last week.
4. There an English test last week.
5. There a sign at the end of this street last month.
6. There no road between here and my house ten years ago.
7. There only a few independent countries in Africa before World War II.
8. Few of the pictures in my country in French now.
9. Movies usually quite long.
10. Football very popular here a few years ago.
11. There no letters for me last week.
12. This the second month of the new year.

LANGUAGE LESSON PLANS

FOR LAB I

FIFTH WEEK

PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1 Teach the use of "did" with the past tense.	Familiarize irregular verbs in past with "did"; provide oral and/or written exercises changing present to past, using both the preterit and "did" with the past. (I saw: I did see; He brought: He did bring) Script S-2-V has suggestions. See <i>Regents I</i> : pages 44, 67, 80, 86, 94, 107.	Pattern drills using past tense of irregular verbs with pos. and neg. sentences, using "did" and "didn't"; question-answer dialogues using both "did" and "didn't." For independent recording: <i>Gettysburg Address</i>	Tape S-2-V: <i>"Did" with past</i> Speak-Sheets: S-1-V, S-2-V <i>Gettysburg Address</i> (model tape)
SESSION 2 Exposure to a supermarket shopping experience.	Vocabulary awareness of supermarket shopping items and terms. Familiarize with general layouts of supermarkets: depts.: meats, groceries, drugs, etc.; check-out and shopping dialogue. Script C-3-V has suggested patterns.	Excerpts from a shopping experience at a supermarket; repetition of words and sentences from the grocery shopping vocabulary; follow-up questions about purchases to promote careful listening. Introduce <i>Nancy Hanks</i> for choral, individual and recording practice.	Tape C-3-V: <i>Shopping at the Supermarket</i> <i>Gettysburg Address</i> <i>Nancy Hanks</i>
SESSION 3 Review the "th" sounds /ð/ /θ/	Review the articulation of the voiced and voiceless "th" /ð/ /θ/ sounds. Refer to Scripts P-3-V and P-4-V, and PP-3-V for suggested presentation. Consider supplementary reading excerpts that have a variety of "th's" for choral and individual readings.	Reinforcement of P-3-V and PP-3-V scripts; the lessons involve the same kinds of drills and dialogues with the recitation of a short poem. For independent recording practice: <i>Creation, Barbara Frietchie, House by the Side of the Road, Nancy Hanks</i> (pupil's choice)	Tape P-4-V: Review of the 'th' sounds. Speak-Sheets: P-3-V, P-4-V, P-5-V <i>Creation</i> <i>Barbara Frietchie</i> <i>House by the Side of the Road</i> <i>Nancy Hanks</i>

Week's Lessons Follow

Tape C-3-V

SHOPPING AT THE SUPERMARKET

Listen:

- F. An American housewife shopping for food for her family can find everything she needs in one large store called a "Supermarket." Inside the store, she serves herself. She takes groceries from the shelves and loads them into a push cart. She pushes this cart up and down the wide aisles. She pays for the food at a "check out" counter where a moving belt brings each item to the "checker" or cashier.

Listen and Repeat:

- M. Everything everything she needs
for her family
- F. She can find everything she needs for her family
- M. Serves serves herself
she serves herself
- F. Inside the store she serves herself
- M. Groceries groceries from the shelves
groceries from the shelves
- F. She takes groceries from the shelves
- M. Push cart into a push cart
loads them into a push cart
- F. She loads them into a push cart
- M. Check out check out counter
Pays for food at checkout counter
- F. She pays for the food at a check out counter
- M. Belt moving belt
moving belt brings the food
- F. A moving belt brings the food to the cashier

Now answer these questions: Use complete sentences.

- F. Does a clerk help you or do you serve yourself in a supermarket?
- M. How do you carry your groceries to the cashier?

F. Listen:

- F. Some supermarkets are very large and sell many different kinds of foods. You may buy fresh fruits, vegetables, fish, dairy products, flour, sugar, rice, bakery products, meats, foods for pets, candies, cereals, canned soups, cake mixes, frozen foods, even frozen dinners. Besides foods, the supermarket sells cleaning powders and soups of all kinds, paper napkins, and towels and many other household items.

F. Listen and repeat:

M. Kinds different kinds many different kinds

F. They sell many different kinds of foods

M. Fresh fruit vegetables dairy products

F. You may buy fresh fruit, vegetables and dairy products

M. Meats soups frozen foods

F. You may buy meats, soups, and frozen foods

M. Cake cake mixes pancake mixes

F. Let's buy some pancake mixes

M. Clean cleaning cleaning powder

F. Have you used this cleaning powder?

M. Now answer these questions:

F. What are some foods you can buy in a supermarket?

M. What does a supermarket sell besides food?

F. Listen:

F. Many foods are all prepared ready to eat. You just warm them and put them on the table. There are frozen pizza pies, canned or frozen stews, meat and macaroni dinners. If you like fried or boiled potatoes you may buy them ready to heat. You may even buy a whole dinner in an aluminum tray. This complete dinner has meat, potatoes, and vegetables ready to heat. These dinners are called T.V. dinners because you can eat them right out of the tray while you watch T.V.

F. Listen and repeat:

M. Many foods ready to eat Many foods are ready to eat.

F. Warm them put them Warm them and put them on the table.

M. Potatoes fried potatoes I like fried potatoes.

F. Vegetables green vegetables This T.V. dinner has green vegetables.

M. Now answer these questions:

F. What is a T.V. dinner?

M. What other foods can you buy ready to cook?

F. Listen:

M. In the supermarket, almost everything is packaged or wrapped. Even bunches of carrots and heads of lettuce come in transparent plastic bags. Apples or potatoes are in bags. Meats are already cut, wrapped and labeled. A shopper may buy a one pound

package of ground meat, a large plastic bag of chicken wings and a large leg of lamb just by serving himself.

F. Listen and repeat:

M. Package packaged everything is packaged

F. Bunch bunches bunches of carrots

F. Bunches of carrots come in plastic bags

M. Apple apples bags of apples

M. The bag of apples is labeled

F. Answer these questions:

M. How are bunches of vegetables wrapped?

F. Why do you think almost everything is wrapped at a supermarket?

M. Listen and repeat:

F. At the supermarket.

Five dollars at the supermarket.

Spent five dollars at the supermarket.

I spent five dollars at the supermarket.

M. Potatoes.

Bag of potatoes.

Ten pound bag of potatoes.

Please hand me a ten pound bag of potatoes.

F. For dinner.

Meat balls for dinner.

Spaghetti and meat balls for dinner.

Let's have spaghetti and meat balls for dinner.

M. Favorite dessert.

My favorite dessert.

Ice cream is my favorite dessert.

Apple pie and ice cream is my favorite dessert.

F. To the picnic.

Chicken to the picnic.

Fried chicken to the picnic.

Will you bring fried chicken to the picnic?

- M. Sandwiches.
- Cheese sandwiches.
- Hot sandwiches.
- I like hot cheese sandwiches.
- F. On your fried bread.
- Butter on your fried bread.
- Lots of butter on your fried bread.
- Do you like lots of butter on your fried bread?
- M. All of you.
- Mutton stew for all of you.
- Plenty of.
- There's plenty of mutton stew for all of you.
- F. Repeat the following sentences.
- M. I spent five dollars at the supermarket.
- F. Please hand me a ten pound bag of potatoes.
- M. Let's have spaghetti and meat balls for dinner.
- F. Apple pie with ice cream is my favorite dessert.
- M. Will you bring fried chicken to the picnic?
- F. I like hot cheese sandwiches.
- M. Do you like lots of butter on your fried bread?
- F. There's plenty of mutton stew for all of you.
- F. Listen.
- F. You may buy fruit at the supermarket M. Vegetables.
- F. You may buy vegetables at the supermarket M. Fish.
- F. You may buy fish at the supermarket M. Flour.
- F. You may buy flour at the supermarket M. Sugar.
- F. You may buy sugar at the supermarket M. Meat.
- F. Now you may join in when you're ready.
- You may buy fruit at the supermarket M. Vegetables.
- Vegetables
- Fish
- Flour
- Sugar

Meat
 Candy
 Frozen foods
 Canned soups
 Cleaning powder

F. Listen:

F. Mary shops at the supermarket. Joe.
 Joe shops at the supermarket. Mother.
 Mother shops at the supermarket. My family.

F. Now you join in:

Joe
 Mother
 My family
 All my friends
 Ruth
 Father
 My brother
 Grandmother

F. Listen:

F. We buy fruit at the supermarket.	M. Use a push cart.
F. We use a push cart at the supermarket.	M. Serve ourselves.
F. We serve ourselves at the supermarket.	

F. Now you join in when you're ready.

F. We buy fruit at the supermarket.
 M. Use a push cart
 M. Serve ourselves
 M. Check prices
 M. Buy vegetables
 M. Taste samples
 M. Count change
 M. Get stamps
 M. Pay the cashier

This ends the lesson.

M. Tape P-4-V

REVIEW OF THE 'TH' SOUND

M. During this lesson we'll review the 'th' sound. You remember we said that one way to make the 'th' sound is to put the tip of your tongue between your teeth. Now bite the tip of your tongue and say after me — this, that, other, mother.

M. Listen and repeat:

M. thank thank thank you
thank you very much

M. three three give me three
give me three please

M. think think I think
I think you're right

M. they together they came together
they came together

M. that's brother that's my brother
that's my brother

M. their mother I know their mother
I know their mother

F. think think I think so
I think so

F. them them We see them often
We see them often

F. fourth fourth
I'm leaving the fourth of September.....

F. them them We see them often
We see them often

F. something something I have something for you

F. Smith Smith You're Dr. Smith, aren't you?

M. Now you will hear three words, tell me which has the 'th' sound, the first, second, or third. Say, "first," "second," or "third."

F. dare - dare - there (3rd)
F. sing - thing - sing (2nd)
F. sum - sum - thumb (3rd)
F. mother - mudder - mother (1st, 3rd)

- F. thin - din - din (1st)
 F. mouse - mouse - mouth (3rd)
 F. brudder - brudder - brudder (none)

M. I'll say "day"; you say "they." I'll say dare, you say "there."

- M. day
 M. dare
 M. den
 M. mudder
 M. dough

M. Listen and repeat:

- | | | |
|------------------------|-------------------------|---------------------------|
| M. on the bus | F. at the store | M. under the table |
| M. on the train | F. in the house | M. behind the table |
| M. in the winter | F. on the table | M. at the game |
| F. in the movie | M. in the kitchen | F. for the tickets |
| F. in the summer | M. to the dorm | F. for the party |

M. Listen and repeat:

- | | | |
|--------------------------|------------------------|-------------------------------|
| M. dirty - thirty | thirty dollars | It costs thirty dollars |
| M. do - through | in the door | Went through the door |
| M. mudder - mother | with my mother | I was with my mother |
| F. dirty - thirty | thirty dollars | It costs thirty dollars |
| F. do - through | through the door | Went through the door |
| F. mudder - mother | with my mother | I was with my mother |

M. Listen and repeat:

- | | |
|-------------------------|---|
| M. my brothers | My brothers did that themselves. |
| M. their car | Their car is better than this one. |
| M. some other day | Are they going some other day, Mother? |
| F. thank her | Let's thank her for the theater tickets. |
| F. thick and thin | Thick and thin mean opposite things. |
| F. thirty days | Does the month of June have thirty days
or thirty-one? |

- M. Now, I'll give you the end of a sentence, you begin the sentence with the words "there is" or "there are." If I am talking about one thing, you would say "there is," if I'm talking about more than one thing, you would say "there are." For example, I'll say "a book on the desk," you would answer, "there is a book on the desk." If I said, "many windows in the room," you would answer, "there are many windows in the room."

All right, let's begin. ABCD. Begin your sentence with "there is" or "there are."

- | | |
|----------------------------------|--------------------|
| M. a math book on the desk | F. there is |
| M. three boys in the room | F. there are |
| M. something here for you | F. there is |
| M. a theater south of town | F. there is |
| M. something here for my brother | F. there is |
| M. many things to do | F. there are |

- M. Now you make a sentence of your own. If I say, "on the table," you might say, "the book is on the table." Here we go:

- | | | |
|------------------------|------------------------|-------------------------|
| F. on the table | M. in the winter | F. in the kitchen |
| F. on the bus | M. at the store | F. in the fall |
| F. in the movie | M. in the house | F. in the spring |
| F. in the summer | M. at the game | F. after the show |

- F. Let's end the lesson with a poem. Listen to the whole poem first. While you are listening, try to notice the many 'th' sounds. When I have finished, you will repeat each line after me. The name of the poem is, "We thank thee."

- F. Listen:

For mother love and father care
 For brother strong and sister fair
 For love at home and here each day
 For guidance lest we go astray
 Father in Heaven, we thank thee.
 For this new morning with its light
 For rest and shelter of the night
 For health and food, for love and friends
 For everything His goodness sends
 Father in Heaven, we thank thee.

- F. Listen and repeat each line:

For mother love and father care

For brothers strong and sisters fair

For love at home and here each day

For guidance lest we go astray

Father in Heaven, we thank thee.

For this new morning with its light
 For rest and shelter of the night
 For health and food, for love and friends
 For everything His goodness send
 Father in Heaven, we thank thee.

This ends the lesson.

NANCY HANKS

by Rosemary Benet

If Nancy Hanks
 Came back as a ghost
 Seeking news
 Of what she loved most,
 She'd ask first
 "Where's my son?
 What's happened to Abe?
 What's he done?

'Scrapin along
 In a little shack,
 With hardly a shirt
 To cover his back,
 And a prairie wind
 To blow him down
 Or pinching times
 If he went to town.

'Poor little Abe,
 Left all alone
 Except for Tom,
 Who's a rolling stone;
 He was only nine
 The year I died.
 I remember still
 How hard he cried.

'You wouldn't know
 About my son?
 Did he grow tall?
 Did he have fun?
 Did he learn to read?
 Did he get to town?
 Do you know his name?
 Did he get on?

To accompany Tape PP-7-V

FINAL "S, EZ AND Z" SOUNDS

P-5-V

Put a circle around all the "s" endings you find in the following story. Then, read the story aloud in a strong, clear voice.

HOW OUR MAIL BEGAN

When the first man came to our country, there was no way to send letters. There was not much need for mail then because there were so few towns.

As time passed, more and more towns grew up along the shores and waterways of our land. More people began moving to different places. When they did, they wanted to write their friends back home. They wanted to tell about John's cold, about how the crops were growing, and whether the Indians were friendly.

But it was hard to send letters in those days. The roads were not much more than paths through the woods. And often there were Indians to fight. So most of the mail went by boats to towns along the shore.

Sending mail by boats was all right sometimes. But in bad winds boats often went down. Settlers had to find better ways to send letters.

Soon towns and cities grew up in the West. Then men riding fast horses began to carry mail. This was the great Pony Express.

FIFTH WEEK ENRICHMENT VOICELESS 'TH'

COLUMN I — θ	COLUMN II — /t/	COLUMN I — θ	COLUMN II — /s/
thank	tank	thing	sing
path	pat	think	sink
thick	tick	mouth	mouse
thin	tin	myth	miss
death	debt	thumb	sum
bath	bat	thimble	symbol
forth	fort	thank	sank
both	boat	path	pass
broth	brought	thick	sick
wrath	rat	thin	sin
		bath	bass
		thought	sought

COLUMN I — θ	COLUMN II — /s/	COLUMN III — /t/
thank	sank	tank
forth	force	fort
thin	sin	tin
bath	bass	bat
math	mass	mat
path	pass	pat
thick	sick	tick
myth	miss	mitt
faith	face	fate

θ IN DIFFERENT POSITIONS IN WORDS:

BEGINNING	END	MIDDLE
thank	bath	nothing
theater	mouth	method
thirteen	length	faithful
thirsty	cloth	anything
thirty	death	arithmetic

PRONUNCIATION OF θ IN PHRASES. BE CAREFUL!

1. through thick and thin
2. healthy, wealthy and wise
3. the fourth of the month
4. a truthful thought
5. the thunder of the earthquake

PRONUNCIATION OF θ IN SENTENCES:

1. He had a theory that the theft took place in the cathedral.
2. I thought the path ran north and south, but something was wrong.
3. The bathtub is on the fourth floor in room thirteen.
4. He cut his thumb for the third time on the thorns.
5. I think you should do something about your toothache.

PRONUNCIATION OF θ WHILE CONCENTRATING ON MEANING: Listen and repeat:

1. He took a bath.
2. He opened his mouth.
3. He thinks he's hungry.
4. He doesn't have anything here.
5. He's a faithful servant.
6. He's the fourth one.
7. He hurt his thumb.
8. He had a birthday last week.
9. He went toward the north country.
10. He was thirsty by early afternoon.

PRONUNCIATION OF θ , /s/, and /t/. READ THESE SENTENCES AND BE SURE TO DISTINGUISH CLEARLY BETWEEN THE KEY WORDS WHICH ARE UNDERLINED.

1. The path over the pass was cold and damp.
2. He didn't think the ship would sink so soon.
3. The rolling mill produced a special quality of thin tin.
4. The two sailors were both sitting in the boat.
5. The burning tank sank at once in the deep water.
6. She became sick from tick bites in the thick African jungle.
7. There wasn't a thing to sing about.
8. The mouse had a peculiar mouth.
9. The settlers lost their fourth fort to the Indians.
10. We thought they sought gold in the hills.

LANGUAGE LESSON PLANS				FOR LAB I		SIXTH WEEK	
PURPOSES		CLASSROOM CORRELATION		LAB PROCEDURES		MATERIALS	
SESSION 1 Review the <i>th</i> sounds.		Review the articulation of the voiced and voiceless "th" /ð/ /θ/ sounds. Use for review whatever materials you found most effective during your original presentations. Consider brief reading excerpts with as many pupils as possible participating.		Reinforcement of P-3-V and PP-3-V scripts; the lessons involve the same kinds of drills and dialogues with the recitation of a short poem. Independent practice with pages 5 and 6 in Lab booklet, and one of the poems already discussed in class.		Tape P-4-V: Review of the <i>th</i> sounds. Speak-Sheets: P-3-V, P-4-V, P-5-V <i>Flanders Fields</i> , <i>Barbara Frietchie</i> (model tapes)	
SESSION 2 Teach the final "s" sounds: /s/ /z/ /iz/		Develop an awareness of the sound differences of "s" endings: (/s/ /z/ /iz/). Orient the lesson with much listening discrimination practice; include 3rd person singular endings. Consider: <i>Regents I</i> , page 49 <i>Regents II</i> , page 55 Speak-Sheets P-5-V, PP-7-V as supplementary aids.		Recognition and production of "final s" sounds; the final "s" for the pluralization of nouns, and for 3rd person singular verbs in the present; question-answer participation involving /s/ /z/ and /iz/ endings. Repetition of sentences with a variety of "s" endings. Recording: P-5-V, PP-7-V Introduce <i>Gettysburg Address</i>		Tape P-5-V: The "final s" sounds. Speak-Sheets: P-5-V, PP-7-V <i>Gettysburg Address</i> (model tape)	
SESSION 3 Promote fluency in the use of "this, that, these, those."		Teach the use of <i>this, that, these, those</i> in affirmative and interrogative sentences. Provide oral and/or written exercises that require singular to plural changes. Refer to <i>English 900 B I</i> , pages 21-30, 31-42. Scripts and Speak-Sheet S-3 have suggestions.		Pattern drills involving positive and negative statements using <i>this, that, these, those</i> ; question-answer participation practicing differences between the foregoing. Independent oral reading practice. Speak-Sheet practice: S-3-V (1) S-3-V (2) Review <i>Gettysburg Address</i>		Tape S-3-V: "Fluency practice" <i>This, that, these, those</i> . Speak-Sheets S-3-V (1) and (2) <i>Gettysburg Address</i> (model tape)	

Week's Lessons Follow

M. During this lesson you will practice making final s sounds. Now, you will hear three words, tell me the number of the word that ends with an s sound. Say "one," "two," or "three."

- | | |
|---------------------------------------|---------------------|
| M. stop - stops - stop | F. (2) |
| M. stops - stop - stop | F. (1) |
| M. rats - rat - rat | F. (1) |
| M. rat - rat - rats | F. (3) |
| F. like - like - likes | M. (3) |
| F. likes - like - likes | M. (1), (3) |
| F. vegetable - vegetables - vegetable | M. (2) |
| F. vegetable - vegetable - vegetable | M. (none) |
| M. laugh - laughs - laugh | F. (2) |
| M. desk - desk - desks | F. (3) |
| M. desks - desks - desk | F. (1), (2) |
| M. sink - sink - sinks | F. (3) |
| F. sinks - sinks - sinks | M. (1) (2) (3) |
| F. work - work - work | M. (none) |
| F. works - works - work | M. (1), (2) |
| F. Navajo - Navajos - Navajo | M. (2) |

M. I'll give you two words, tell me whether they sound the same or different. (Listen to the endings.) Just say "same" or "different":

- | | |
|-------------------------|-----------------------------|
| M. horse - horses | M. work - works |
| M. horse - horse | M. dollars - dollar |
| M. horse - horses | M. dollars - dollars |
| F. add - adds | M. chair - chairs |
| F. adds - adds | M. student - student |
| F. add - add | M. students - student |

F. I'll say book, you say books. I'll say stamp, you say stamps. Here we go:

- | | |
|----------------|----------------|
| F. book | M. desk |
| F. stamp | M. tape |
| F. truck | M. light |
| M. skirt | M. fist |

F. I'll say tie, you say ties. I'll say egg, you say eggs.

F. tie	M. car
F. egg	M. ear
F. name	M. chair
F. song	M. window

F. I'll say change, you say changes. I'll say use, you say uses.

F. change	M. notice
F. use	M. rush
F. judge	M. match

M. Listen and repeat:

M. one book	M. three books
M. one stamp	M. two stamps
M. one truck	M. two trucks
M. one desk	M. these desks
M. one tape	M. many tapes

F. There are three books on the desk.

F. I'll need two stamps.

F. My father owns two trucks.

F. Please use these desks.

F. I listened to many tapes.

M. Listen and repeat:

M. John walks to school.

M. Mary knits her own sweaters.

M. The chorus sings well.

M. Bill wishes he could be here.

F. You'll find Tom downstairs.

F. The bank cashes checks on Mondays.

F. She notices the latest styles.

F. The judges announced the winners.

F. Let's continue with a 1-2 game. I will say, "I have one dollar." You answer, "I have two dollars." I will say, "I have one book." You answer, "I have two books." ABCD.

F. I have one dollar.	F. I have two dollars.
----------------------------	-----------------------------

F. I have one book.	F. I have two books.
--------------------------	---------------------------

- | | |
|------------------------------|-------------------------------|
| F. I bought one dress. | F. I bought two dresses. |
| F. I have one necklace. | F. I have two necklaces. |
| M. I see one bus. | M. I see two busses. |
| M. I see one horse. | M. I see two horses. |
| M. I have one pencil. | M. I see two pencils. |
| M. I bought one watch. | M. I bought two watches. |

F. Listen and repeat:

- | |
|--|
| F. He says his head aches. |
| F. The satellites are taking photographs. |
| F. Eggs are cheaper downtown. |
| M. Joe's ties are too loud. |
| M. Do service men pay taxes? |
| M. Most garages close on Saturdays. |
| M. He helps his speech with tapes. |

M. Answer the following questions with a complete sentence. If I ask, "How many nickels in a dime," you'll answer, "there are two nickels in a dime." Sound your final 's's. ABCD. Here we go:

- | | |
|--------------------------------|--------------------|
| M. How many nickels in a dime? | F. There are |
| M. How many eggs in a dozen? | F. |
| M. How many inches in a foot? | F. |
| F. How many days in a week? | M. |
| F. How many months in a year? | M. |
| F. How many cents in a nickel? | M. |
| F. How many weeks in a year? | M. |

M. To finish the lesson, listen carefully. You'll hear two sentences, then you'll repeat the two sentences. Listen and repeat:

- | |
|---|
| M. His sister likes to write letters. She writes two letters every night.
..... |
| F. Mary helps her mother all the time. She cooks, washes dishes and makes the beds.
..... |
| M. Bill rides the bus to school, but he walks home. He likes the exercise.
..... |
| F. My kid brother is seven years old now. He goes to elementary school and likes it very much. |

M. This alarm clock costs four dollars and ninety-five cents. The other costs six dollars.

M. The doctor examines my chest. Then he listens to my heart.

F. Ruth speaks English fluently. She understands every word I say.

F. This ends the lesson.

M. Tape S-3-V

PRESENT TENSE
FLUENCY DRILL: THIS, THAT, THESE, THOSE

M. Listen:

F. a book

F. a chair

F. a tape

M. This is a book.

M. This is a chair.

M. This is a tape.

M. Now you join in:

F. a book

F. a chair

F. a tape

F. a table

F. an eraser

F. an exam

F. a pen

M. Listen:

F. books

F. chairs

F. tapes

M. These are books.

M. These are chairs.

M. These are tapes.

M. Now you join in:

F. books

F. chairs

F. tapes

F. tables

F. erasers

F. exams

F. pens

M. Listen:

F. book

F. books

F. chair

F. chairs

M. This is a book.

M. These are books.

M. This is a chair.

M. These are chairs.

M. Now you join in:

F. book	F. tables
F. books	F. eraser
F. chair	F. erasers
F. chairs	F. exam
F. tape	F. exams
F. tapes	F. pen
F. table	F. pens

M. Listen:

F. pencil, pen	M. This is a pencil, that is a pen.
F. book, magazine	M. This is a book, that is a magazine.
F. chair, table	M. This is a chair, that is a table.

M. Now you join in:

F. pencil, pen	F. lesson, exam
F. book, magazine	F. shirt, sweater
F. chair, table	F. door, window

M. Listen:

F. pencils, pens	M. These are pencils, those are pens.
F. books, magazines	M. These are books, those are magazines.
F. chairs, tables	M. These are chairs, those are tables.

M. Now you join in:

F. books, magazines	F. lessons, exams
F. pencils, pens	F. shirts, sweaters
F. chairs, tables	F. doors, windows

M. Listen and repeat:

F. What's this?	M. It's a book.
F. What's this?	M. It's a pencil.
F. What are these?	M. They're books.
F. What are these?	M. They're pencils.

M. I'll give the answer, you ask the question. Use "this" or "those." ABCD.

M. It's a book.	F. What's this?
M. It's a pencil.	F. What's this?
M. They're books.	F. What are these?

- M. They're erasers. F. What are these?
- M. It's a tape. F. What's this?
- M. They're magazines. F. What are these?
- M. It's a pen. F. What's this?
- M. Now use that or those. I'll give the answer, you ask the question. ABCD.
- M. It's a pencil. F. What's that?
- M. It's a book. F. What's that?
- M. They're erasers. F. What are those?
- M. They're books. F. What are those?
- M. It's a tape. F. What's that?
- M. They're magazines. F. What are those?
- M. It's a pen. F. What's that?
- M. Listen:
- F. Is this a pen? M. (pencil)
- M. No, it's a pencil.
- F. Is this a book? M. (notebook)
- M. No, it's a notebook.
- F. Is this a blackboard? M. (eraser)
- M. No, it's an eraser.
- M. Now you join in:
- F. Is this a pen? M. (pencil)?
- F. Is this a book? M. (notebook)?
- F. Is this a blackboard? M. (eraser)?
- F. Is this a window? M. (door)?
- F. Is this a piece of paper? M. (piece of chalk)?
- F. Is this a table? M. (desk)?
- F. Is this a bottle of ink? M. (piece of chalk)?
- M. Answer with either this, that, these or those:
- For example:
- M. Which book do you use? M. Which books do you want?
- F. I see this book. F. I want these books.
- M. All right, let's begin:
- M. Which book do you see?
- M. Which book does he use?

- M. Which books do you want?
- M. Which books does he want?
- F. Which book do you have?
- F. Which books does he have?
- F. Which books do you need?
- F. Which books does he need?

M. Now give a short answer. Use this, that, these or those:

For example:

- M. Which piece of chalk do you want? M. Which piece of chalk do they want?
 F. This piece of chalk. F. These pieces of chalk.

M. Now you give the short answer:

- M. Which piece of chalk do you want?
- M. Which pieces of chalk do you want?
- M. Which pieces of paper does he want?
- M. Which erasers does she want?
- M. Which books do you want?
- F. Which match do you want?
- F. Which pages do you want?
- F. Which bottle of ink does she want?
- F. Which door do you want?
- F. Which bus does he want?
- F. Which children do you want?

M. This ends the lesson.

FINAL "S, EZ, AND Z" SOUNDS

PP-7-V

Listen to your endings. Say these words clearly:

/s/	/ez/	/z/
maps, tapes, stamps	uses, places, taxes	ties
seats, lights	ashes, wishes, edges	clubs, Abe's
checks, headaches, snakes	garages, quizzes	Ed's, waves
roofs, staffs	matches, judges	eggs, wives
coughs, Ralph's	notices, kisses	lathes, clothes
helps, stops, wipes	uses, oozes, buzzes	names, claims
wants, fits, rotates	rushes, cashes	songs, kings
works, takes, checks	reaches, itches	fans, Anne's
satellites, photographs	changes, obliges	car's, cars

Say these sentences:

John walks to school.

Mary knits her own sweaters.

The chorus sings well.

Bill wishes he could be here.

You'll find Tom downstairs.

The bank cashes checks on Mondays.

She notices the latest styles.

The judges announced the winner.

He says his head aches.

Eggs are cheaper downtown.

Joe's ties are too loud.

Do servicemen pay taxes?

The raft floats over the waves.

Most garages close on Sundays.

He helps his speech with tapes.

The satellites are taking photographs.

IN FLANDERS FIELDS

by John McCrae

In Flanders Fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago.
We lived, felt Dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe;
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

LANGUAGE LESSON PLANS			FOR LAB I		SEVENTH WEEK
PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS		
Review: Simple sentences with the present of "to be." Fluency with "this, that, these, those." The <i>th</i> and "short i" sounds.	Oral or written reinforcement exercises reviewing <i>this, that, these, those</i>, and the verb, <i>to be</i>. For suggestions, see: Script S-4-V Eng. <i>This Way</i> #3, pp. 4-13 Eng. 900 #1, pp. 21-30, 31-42. <i>Regents I</i>, pp. 1-4, 24, 54, 57	Pattern drills in question-answer form using <i>to be</i>; review of S-3-V; pronunciation drills involving the <i>th</i> and <i>short i</i> sounds. For independent practice: <i>Creation</i> (Johnson) and introduce <i>Little Boy Blue</i>	Tape S-4-V: Review of <i>to be</i>; <i>this, that, these, those, th</i> and <i>short i</i>. Speak-Sheets S-3-V, S-4-V <i>Creation</i> <i>Little Boy Blue</i> (model tapes)		
Promote facility to ask simple questions with "to be." Review the use of courtesy in asking and giving directions. <i>Th</i> and <i>final s</i> sounds.	Oral or written exercises requiring the change from statements to questions. Review courtesy in giving and asking directions. Oral drills involving <i>th</i> and <i>final s</i> sounds. See Script S-5-V. Consider Quizzes #1 and #2 References from previous lesson should be helpful.	Question-answer exchanges involving inverted order of "to be"; pattern drill exchanges, asking and giving directions; repetition of sentences with <i>th</i> and <i>final s</i>; rapid drills with preceding sounds. Introduce <i>Kennedy's Inaugural</i> for recording practice.	Tape S-5-V: Review of <i>to be</i>; Directions courtesy <i>th</i> and <i>final s</i>. Speak-Sheets P-3-V, P-4-V, PP-7-V Quizzes #1 and #2 <i>Kennedy's Inaugural</i> (model tape)		
Teach the "short oo" sound, as in <i>book, look, took</i>. Review the <i>th</i> sounds.	Provide listening practice to discriminate between the /u/ sound, as in <i>pull</i>, and the /uw/ sound, as in <i>pool</i>. The P-6-V Script has suggested exercises. Consider individual and choral readings of easy selections to reinforce previous learnings with low teacher tolerance of mistakes).	Review and reinforcement of P-3-V, PP-3-V, and P-4-V; listening discrimination: the /u/ and /uw/ sounds. Repetition of sentences with /u/ sounds. Independent recording of <i>Little Boy Blue</i>; <i>Kennedy's Inaugural</i>.	Tape P-6-V: "short oo" sound. Speak-Sheet P-6-V Scripts from P-3-V, PP-3-V, P-4-V Model tapes of: <i>Little Boy Blue</i> <i>Kennedy's Inaugural</i>		

Week's Lessons Follow

Tape S-4-V

REVIEW: TH, SHORT I: THIS, THAT

Simple questions with the present tense of "to be"

M. Listen and repeat:

- | | |
|------------------|-------------|
| F. thank | mouth |
| F. thought | south |
| F. thick | north |
| F. thin | month |
- M. thank you.
- M. I thought so.
- M. Thick and thin mean opposite things.
- M. Open your mouth.
- M. It's the north, not the south building.
- M. Does the month of June have thirty or thirty-one days?

F. Listen and repeat:

- | | |
|----------------|---------------|
| M. this | |
| M. that | breathe |
| M. these | bathe |
| M. those | smooth |
- F. I'll take this and that.
- F. These are mine; those are yours.
- F. Can you breathe under water?
- F. The birds like to bathe.
- F. The ice is as smooth as glass.

M. Listen and repeat:

- | | |
|------------------------|------------------------|
| F. sin - thin | M. miss - myth |
| F. sank - thank | M. pass - path |
| F. sick - thick | M. tense - tenth |
| F. thank - sank | M. mouth - mouse |
| F. thin - sin | M. myth - miss |
| F. thin - sin | M. path - pass |
| F. thick - sick | M. tenth - tense |
| F. mouse - mouth | |

F. Listen and repeat:

M. it	miss
M. sit	his
M. him	with
M. did	will
M. give	sick

F. Give it to him.

F. Did you sit with Bill?

F. Will you miss school if you're sick?

M. Listen and repeat:

F. it - eat	M. did - dead
F. sit - seat	M. his - he's
F. fit - feet	M. still - steel
F. live - leave	M. fill - feel
F. eat - it	M. he's - his
F. seat - sit	M. steel - still
F. feet - fit	M. feel - fill
F. leave - live	

M. Try to use the same intonation. Listen and repeat:

F. What are these?	M. It's a chair.
F. What are those?	M. It's a tape.
F. How are you?	

F. Listen and repeat:

M. Who am I?	F. Who's he?
M. Who am I?	F. Who's he?
M. Who am I?	F. Who's he?
F. What am I?	M. What is he?
F. What am I?	M. What is he?
F. What am I?	M. What is he?
M. Who is he?	F. What's he?
M. Who is he?	F. What's he?
M. Who is he?	F. What's he?
M. Who is he?	M. He's a doctor.

M. He's a doctor.	F. We're students.
M. He's a doctor.	F. We're students.
F. We're students.	

M. After you hear each sentence, say it in the plural:

Example: F. That's a tape.	M. Those are tapes.
F. This is a book.	M. These are books.
F. That's a tape.	.....
F. That's a chair.	.....
F. This is a book.	.....
F. This is an eraser.	.....
M. It's a table.	.....
F. He's a student.	.....
F. She's a nurse.	.....
F. He's an engineer.	.....
F. She's a teacher.	.....

F. You will be given the names of people and things. After you hear a name, ask a question about it. ("Who" for people and "what" for things.)

Example: M. Mr. Lane	M. Who is he?
M. A book	F. What's this?

M. ABCD.

M. Mr. Lane	.....	F. Who's he?
M. Miss Thomas	.....	F. Who's she?
M. Mrs. Reed	.....	F. Who's she?
M. Mr. and Mrs. Reed	.....	F. Who are they?
M. book	.....	F. What's this?
M. tables	.....	F. What are they?
M. Robert	.....	F. Who's he?
M. Elizabeth	.....	F. Who's she?
M. Robert and Elizabeth	.....	F. Who are they?
M. Pencils and paper	.....	F. What are they?
M. a book	.....	F. What's this?
M. an eraser	.....	F. What's this?

M. Listen:

F. What are you?

M. student

M. I'm a student.

F. What is he?

M. doctor

M. He's a doctor.

F. Now you answer: ABCD.

M. What are you? F. student F. I'm a student.

M. What is he? F. doctor F. He's a doctor.

M. What is she? F. teacher F. She's a teacher.

M. What is it? F. pencil F. It's a pencil.

M. What is he? F. engineer F. He's an engineer.

M. What's this? F. tape F. It's a tape.

M. Who are they? F. Mr. and Mrs. Reed F. They're Mr. and Mrs. Reed

M. Who is she? F. Mary Turner F. She's Mary Turner.

M. Who is he? F. Dr. Miller F. He's Dr. Miller.

M. What's she? F. nurse F. She's a nurse.

M. What's he? F. carpenter F. He's a carpenter.

M. This ends the lesson.

M. Tape S-5-V

REVIEW OF SIMPLE QUESTIONS, ASKING DIRECTIONS AND INFORMATION

Pronunciation Review of th and final s sounds

M. Listen:

M. I'm a teacher.

F. Am I a teacher?

M. You're a student.

F. Are you a student?

M. Change the following to questions:

F. I'm a student.

F. You're a student.

F. We're students.

F. He's a farmer.

F. She's a nurse.

M. This is a book.

M. Those are pencils.

M. That's Mr. Lane.

M. These are tapes.

M. It's an eraser.

M. This is Mrs. Jones.

F. Listen:

M. the restaurant

M. the drug store

F. Can you tell me where the restaurant is?

F. Can you tell me where the drug store is?

M. Now you ask the question:

F. the restaurant

F. the drug store

F. the lab

F. my classroom

F. the post office

M. the dining hall

M. the cafeteria

M. the bus stop

M. the office

M. the telephone

F. Listen:

M. the address

M. the street

F. Can you tell me what the address is?

F. Can you tell me what the street is?

M. Now you join in and ask the question:

F. the address

F. the street

F. the number

F. her name

F. the name of the restaurant

F. the telephone number

M. the name of your teacher

M. the score

M. the price

M. the assignment

M. the answer

F. Listen:

M. Where is it?

F. I can tell you where it is.

M. What is it?

F. I can tell you what it is.

M. Who is he?

F. I can tell you who he is.

M. Now you answer:

F. Where is it?

F. What is it?

F. Who is he?

F. How is he?

F. Who are they?

M. What are they?

M. What are they doing?

M. What is she doing?

M. Where are you going?

M. What's he doing?

M. Where's he going?

M. What are they reading?

M. Where's he standing?

M. Listen:

F. Can a policeman tell you where the restaurant is?

M. Yes, he can. He can tell me where the restaurant is.

F. Can the policeman answer your question?

M. Yes, he can. He can answer your question.

F. Can the policeman help you?

M. Yes, he can. He can help me.

F. Now you answer in the same way.

M. Can the policeman tell you where the restaurant is?

M. Can the policeman answer your question?

M. Can the policeman help you?

F. Can the stranger speak English?

F. Can you speak English?

F. Can you ask the policeman?

M. Listen and repeat:

F. Do you think we can have our picnic Thursday?

- F. I think Thursday will be fine.
- M. Shall I take anything for lunch?
- M. The boys went down that road.
- F. They went to see their grandmother.
- F. They will meet their father there.
- M. Her brother's in college.
- M. He speaks three languages.
- F. The engineer had lunch in the station.
- F. Try to urge him to change.
- M. Most garages close on Sundays.
- M. He helps his speech with tapes.
- F. The satellites are taking photographs.
- F. He says his head aches.

M. Listen and repeat:

- | | | | |
|--------------------|--------------------|-------------------|--------------------|
| F. books | M. thank | F. college | M. healthy |
| F. trucks | M. north | F. language | M. at the game.... |
| F. desks | M. smooth | F. orange | M. books |
| F. masks | M. vegetables | F. suggest | M. cooks |
| F. downstairs | M. seventh | F. these | M. brother |
| F. together | M. leather | F. another | M. although |
| F. bridges | M. pages | F. work | M. thank |
| F. talk | M. milk | F. ask | M. sick |

F. Listen and repeat:

- M. Ted's father wears boots made of leather.
- M. The calf likes to drink milk.
- M. The vegetables are in the orange box.

F. Listen:

- M. Can the policeman tell you where the restaurant is?
- F. No he can't. He can't tell me where the restaurant is.
- M. Can the policeman answer your question?
- F. No he can't. He can't answer my question.
- M. Can the policeman help you?
- F. No he can't. He can't help me.

M. Now you answer in the same way:

M. Can the policeman tell you where the restaurant is?

M. Can the policeman answer your questions?

M. Can the policeman help you?

M. Can the stranger speak English?

F. Can you speak Spanish?

F. Can you phone your home?

F. Can she give you directions?

F. Can you explain the problem?

M. Now change these to questions:

F. I'm a teacher.

F. You're a student.

F. She's a nurse.

F. It's an eraser.

M. These are tapes.

M. This is Mr. Jones.

M. We're students.

M. Those are pencils.

F. Listen:

M. Can you tell me where the restaurant is?

F. (drugstore)

M. Can you tell me where the drugstore is?

F. Now you ask:

M. restaurant

M. drugstore

M. lab

M. cafeteria

M. telephone

F. Listen:

M. Can you tell me what the address is?

F. (street)

M. Can you tell me what the street is?

F. Now you ask:

M. address

M. street

M. telephone number

M. lesson

M. Listen:

F. Yes, I can. I can tell you where the restaurant is. M. (drugstore)

F. Yes, I can. I can tell you where the drugstore is.

M. Now you answer:

F. restaurant

F. drug store

F. telephone

F. lab

F. hotel

F. office

M. This ends the lesson.

Tape P-6-V

THE SHORT DOUBLE O AND REVIEW OF THE 'TH' SOUND

M. Listen and repeat:

M. take this	M. Take this to mother.
M. thanks	M. Thanks for everything.
M. mother's brother	M. Bill is my mother's brother.
F. this one	F. Their car is better than this one.
F. the north	F. It is the north, not the south building.
F. this thing	F. Let's think this thing through.
F. don't bother	F. Please don't bother.

M. Answer these questions with "yes" followed by a complete sentence. ABCD.

M. Have you finished your mathematics?	F. yes
M. Is the bridge north of town?	F. yes
M. Is the lesson on page thirty-three?	F. yes
M. Can he throw the ball to third base?	F. yes
M. Is your brother's truck larger than this one?	F. yes
M. Do you think this is better than that?	F. yes

M. Say these words twice:

M. mathematics	M. Throw the ball.....
M. north	M. brother
M. thirty-three	M. do you think

M. The voiceless th:

M. Listen and repeat:

F. Do you think we can have our picnic Thursday?

M. I think Thursday will be fine.

F. Shall I take anything for lunch?

M. No, thank you, Arthur will take everything.

F. I thought Arthur was in the South.

M. He came back from the South on the third.

F. Are Ruth and Beth going?

M. Yes, it's Ruth's birthday.

F. We'll take a birthday cake for Ruth.

M. The voiced th:

M. Listen and repeat:

F. The boys went down that road.

F. They went to see their grandmother.

F. They will meet their father there.

M. They'll drive home together.

M. Ted, the younger brother, stayed with his mother.

M. Their father has a pair of leather boots.

M. He wears his leather boots in wet weather.

M. Listen for the difference in these words:

M. fool - full	M. pool - pull
M. cooed - could	M. stewed - stood
M. wooed - would	F. fool - full
F. pool - pull	F. cooed - could
F. stewed - stood	F. wooed - would

M. Say "same" or "different":

M. full - fool	F. wooed - wooed
M. pool - pool	F. full - ful
M. stood - stewed	F. fool - full

M. stood - stood	F. fool - fool
M. wood - wooed	F. full - full

M. I'll say "pool," you say "pull." I'll say "stewed," you say "stood."

M. pool	M. fool
M. stewed	M. pool
M. wooed	M. stewed
M. cooed	M. wooed

M. Listen and repeat:

F. book	F. wood	M. full
F. cook	F. hood	M. pull
F. cooky	F. brook	M. put
F. took	M. shook	M. push
F. look	M. could	M. bush
F. looked	M. should	M. bushel
F. good	M. would	M. butcher
F. stood	M. wool	M. sugar

M. Listen and repeat:

M. book I have a book. I have a book about Red Riding Hood.
 Little Red Riding Hood lived near the woods.
 The bushes in the woods. The bushes in the woods were full of berries.
 A basket-full She picked a basket-full for her
 grandmother.

F. A brook in the woods. There was a brook in the woods.
 Near the brook. Near the brook stood a very large wolf.
 One look at the wolf. Red Riding Hood took one look at the wolf.
 Would you like. Would you like to know more about
 the wolf?

M. Listen and repeat:

M. I have a book about Red Riding Hood.
 M. Red Riding Hood lived near the woods.
 M. The bushes in the woods were full of berries.
 M. She picked a basket-full for her grandmother.
 F. There was a brook in the woods.

- F. Near the brook stood a very large wolf.
- F. Red Riding Hood took one look at the wolf.
- F. Would you like to know more about the wolf?

M. Listen and repeat:

- | | |
|-------------------------|--|
| M. good | It's good. |
| M. good book | It's a good book. |
| M. put books | Put your books on the table. |
| M. good cook book | Is that a good cook book? |
| F. good book | Would this be a good book? |
| F. put books | She took the books and put them away. |
| F. good cook book | Would you like to look at a good cook book? |

M. Listen and repeat:

- F. It's my shoe.
- F. Did you lose a shoe?
- F. Please choose some fruit.
- F. Did you choose that toothpaste?

M. Listen and repeat:

- | | | |
|-----------------|---------------|---------------------------------|
| M. school | book | It's his school book. |
| M. rooms | full | All our rooms are full. |
| M. who | goodbye | Who said goodbye? |
| F. book | room | Is your book in your room? |
| F. put | shoes | Did you put your shoes on? |
| F. cook | fruit | Does she cook fruit? |

M. Listen and repeat:

- | | | |
|---------------------|-------------------|-------------------|
| book - boot | foot - food | pull - pool |
| brook - brute | hood - hoot | rook - rude |
| cook - cool | look - loom | took - tool |
| crook - cruel | nook - noon | |

M. Listen and repeat:

- | | | |
|---------------|---------------|-------------|
| F. book | pullet | woman |
| F. bush | push | wood |
| F. bull | pushing | wool |

F. bullet	stood	wooden
F. could	sugar	would
F. full	sure	wolf

F. Listen and repeat:

F. The woman put the wool in the basket.

F. He could not look steadily at the book.

F. The wolf stood by the side of the brook.

F. They were sure the crook had fired the bullet.

F. The butcher pushed the bull into the pen.

F. The pullets were put into wooden crates.

F. Look before you leap, is a good motto.

F. She took a good look into the cook book.

M. This ends the lesson.

P-6-V

THE SHORT OO SOUND

Say clearly:

put	could	couldn't	woolen
good	should	shouldn't	push
book	would	took	full
woman	look	shook	stood
pull	wood	wouldn't	
foot	hook	hood	
crook	wool	cook	

Can you hear the difference?

pull - pool	soot - suit	wooden - wound
look - Luke	stood - stewed	hood - who's
full - fool	should - shoed	foot - refuse
could - cool	took - tool	book - boot

Try saying these sentences:

Would this be a good book?

He shouldn't have stood on that foot.

Is your book in your room?

She took the book and put it away.

Who said good-bye?

Look at that pretty woman.

It's his school book.

Would some good food put you in a good mood?

FINAL "S, EZ, AND Z" SOUNDS

Listen to your endings. Say these words clearly:

/s/	/ez/	/z/
maps, tapes, stamps	uses, places, taxes	ties
seats, lights	ashes, wishes, edges	clubs, Abe's
checks, headaches, snakes	garages, quizzes	Ed's, waves
roofs, staffs	matches, judges	eggs, wives
coughs, Ralph's	notices, kisses	lathes, clothes
helps, stops, wipes	uses, oozes, buzzes	names, claims
wants, fits, rotates	rushes, cashes	songs, kings
works, takes, checks	reaches, itches	fans, Anne's
satellites, photographs	changes, obliges	car's, cars

Say these sentences:

John walks to school.
 Mary knits her own sweaters.
 The chorus sings well.
 Bill wishes he could be here.
 You'll find Tom downstairs.
 The bank cashes checks on Mondays.
 She notices the latest styles.
 The judges announced the winner.

He says his head aches.
 Eggs are cheaper downtown.
 Joe's ties are too loud.
 Do servicemen pay taxes?
 The raft floats over the waves.
 Most garages close on Sundays.
 He helps his speech with tapes.
 The satellites are taking photographs.

LITTLE BOY BLUE

by Eugene Field

The little toy dog is covered with dust,
 But sturdy and staunch he stands;
 And the little toy soldier is red with rust,
 And his musket moulds in his hands,
 Time was when the little toy dog was new,
 And the soldier was passing fair;
 And that was the time when our Little Boy Blue
 Kissed them and put them there.

"Now, don't you go till I come," he said,
 "And don't you make any noise!"
 So, toddling off to his trundle-bed,
 He dreamed of the pretty toys;
 And, as he was dreaming, an angel sang
 Awakened our Little Boy Blue —
 Oh! the years are many, the years are long,
 But the little toy friends are true!

Aye, faithful to Little Boy Blue they stand,
 Each in the same old place —
 Awaiting the touch of a little hand,
 The smile of a little face;
 And they wonder, as waiting the long years through
 In the dust of that little chair,
 What has become of our Little Boy Blue,
 Since he kissed them and put them there.

INAUGURAL ADDRESS

John F. Kennedy

January 20, 1961

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility — I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it — and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you — ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessings and His help, but knowing that here on earth God's work must truly be our own.

THE VOICED 'TH' SOUND

Say the following words. Listen for the voiced 'th' sound.

INITIAL

the
 they
 them
 then
 there
 their
 this
 that
 than
 though
 these
 these
 thus
 thou
 thy
 thine

MEDIAL

other
 another
 mother
 brother
 father
 feather
 together
 weather
 leather
 further
 neither
 either
 gather
 rather
 although
 within

FINAL

with
 smooth
 bathe
 breathe
 clothe
 booth
 smooth
 seethe
 wreath
 writhe
 scythe
 scythe
 tithe
 lathe
 loathe
 bequeath

Practice sentences:

1. The boys went down that road.
2. They went to see their grandmother.
3. They will meet their father there.
4. They will all drive home together.
5. Ted, the younger brother, stayed with his mother.
6. Their father has a pair of leather boots.
7. He wears his leather boots in wet weather.

COMPLETION GAME: Read the beginning of the sentence. Find the word in the group which completes the sentence correctly.

1. The boys went to see their (feather grandmother father).
2. They drove home in a car with (their feather the weather their father).
3. Ted's father wears boots made of (feather leather another).

SEVENTH WEEK ENRICHMENT

REVIEW DRILL FOR VOICED 'TH' SOUND

THE PACKAGE

There's a package,
There's a package,
There's a package in the mail.
It's wrapped in yellow paper
And the twine is like a tail.
Three stamps are in the corner —
One red, the others pale.
There's a package,
There's a package,
There's a package in the mail.

It's for mother,
It's for mother,
It's for mother, I can see.
But that is just about as good
As knowing it's for me,
For mother'll say, "Come, open it,
Untie the string and see!"
There's a package,
There's a package, . . .
Oh, what CAN the package be?

—Aileen Fisher

THE OLD WOMAN

There was an old woman
And nothing she had;
And so this old woman
Was said to be mad.
She'd nothing to eat,
She'd nothing to wear,
She'd nothing to lose,
She's nothing to fear,
She'd nothing to ask,
And nothing to give,
And when she did die,
She's nothing to leave.

—Unknown

YOURS AND MINE

The sun, the trees, the grass, the sky,
The silver moon that's sailing by,
The rain and dew and snowflakes white,
The flowers sweet and stars of night!
The songs of birds, wind whispering,
The autumn leaves, the buds of spring —
Such lovely things to hear and see
Belong to you, belong to me!

—Frances Gorman Risser

THE SOUND OF SHORT 'I'

Practice words:

bill	fits	slip	rich
film	mince	pick	mint
will	whip	nip	list
rim	thick	bib	sink
sift	live	fish	lick
give	dip	miss	rib

Practice sentences:

1. There seems to be a mistake in the telephone bill.
2. Where can I get a twenty-dollar bill changed?
3. Where can I buy more film for my camera?
4. I put the film in the camera the wrong way.
5. Will you please drive for awhile?
6. The child's strong temper will make him hard to control.
7. There is a rim of silver around the cup.
8. The tires on the old car are worn down to the rim.
9. How many times should I sift the flour?
10. The dust sifts in through the cracks around the window.
11. The merchant failed to ship our order on time.
12. The fruit will not spoil if shipped by airplane.
13. The ice in the river is not thick enough for skating.
14. The friends seem to be as thick as thieves.
15. We live in a small house in the country in the summer.
16. Will the flowers live in the house all winter?
17. You will have to dip the pen in the ink.
18. Dip your hands in the water to cool them off.
19. We tried to slip by the guard at the door.
20. I wrote my name on a slip of paper and left it.
21. Are you fishing for a compliment from me?
22. What kind of fish would you like for dinner?
23. If you miss the train you must wait an hour.
24. You shouldn't miss the opportunity to go South.
25. Every member of the family is very rich.
26. The rich tones of the music were beautiful.
27. Have you ever visited the United States Mint?
28. We grow mint and other herbs in our garden.
29. I have lost my shopping list and can't remember it.
30. Will you list the people as they come into the room?

Idiomatic Expressions and Adages.

give	Children should learn the give and take of play.
bill	The book will fill the bill.
pick	I have a bone to pick with you.
sink	You are on your own and will have to sink or swim.
fits	I have been able to work only by fits and starts.
nip	We must nip the plan in the bud.
lick	Someone will have to lick the report into shape.
missed	The committee seems to have "missed the boat."
mince	You don't have to mince matters with me.
bib	I shall wear my best bib and tucker.

SINGLE FOR PRACTICE:

Pit, pit, pit, pit —
I am the vowel in pit.
I limp, I spin, I jig, I sing;
I nibble at things and skip in a ring.

Skipping Song

Skipping is fun, skipping is fun,
Skipping is fun for everyone.
The longer you skip, the better you skip,
So skip, skip, skip!

Nibbly, Nibbly, Nib

Three little rabbits were eating their lunch,
Nibbly, nibbly, nib.
With their heads all together, oh! how they did munch!
Nibbly, nibbly, nib.
They nibbled so fast, and all were so quick,
Nibbly, nibbly, nib.
That they gobbled it up before you'd say 'tick'!
Nibbly, nibbly, nib.

THE MIST AND ALL

I like the fall,
The mist and all,
I like the night owl's
Lonely call —
And wailing sound
Of wind around.

I like the gray
November day,
And bare, dead boughs

That coldly sway
Against my pane.
I like the rain.

I like to sit
And laugh at it —
And tend
My cozy fire a bit.
I like the fall —
The mist and all.

—Dixie Willson

LANGUAGE LESSON PLANS			FOR LAB I		EIGHTH WEEK	
PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS			
Develop awareness of intonation. Review of final "s."	Demonstrate variety of simple answers using intonation. Script F-1 should be helpful. Use chalkboard to describe rising and falling voice levels in short, affirmative answers. Reinforce final "s" with <i>Regents</i> (I - p. 49; II - p. 55) or appropriate Speak-Sheets (pp. 7 and 13).	Fluency drills using intonation in affirmative answers; pronunciation drills in the use of final "s" to pluralize nouns; word drills for using the final "s" for third person singular endings; question-answers involving intonation of short answers. Independent practice with <i>Gettysburg Address</i>.	Tape S-6-V: Answers with intonation. Review of final "s" Speak-Sheets: PP-7-V, P-5-V F-1 Script <i>Regents I and II</i> <i>Gettysburg Address</i> (model tape)			
Teach the consonants: /č/ as in <i>chair</i> /j/ as in <i>judge</i> /z/ as in <i>measure</i> Review simple negative questions and answers in the present.	Provide articulation help for producing the sounds. Develop listening awareness to distinguish the voiceless /č/ and the voiced /j/. Refer to Script P-7-V for suggested lesson content. Consider some briefing for <i>Paul Revere</i>. Library has good film, if available.	Recognition and production of /č/ and /j/ sounds; question and answers involving negative questions and answers in the present; pronunciation of the /z/ sound in the medial position, and of the /j/ in the final; production of both sounds in sentences. Introduce <i>Paul Revere's Ride</i> with historical background.	Tape P-7-V: The Consonants Simple Negatives Speak-Sheet P-7-V <i>Paul Revere's Ride</i> (model tape)			
Teach the use of "do" and "don't" in positive and negative questions and answers.	Provide oral or written exercises requiring changes from positive to negative, or from declarative to interrogative. Script S-7-V has suggested patterns and pronunciation exercises. <i>English This Way</i> (pp. 64-77, #2) may be helpful.	Use of "do" and "don't" in affirmative and interrogative, positive and negative questions and answers; review of <i>th</i> and final "s" for 3rd person singular verb endings in the present, pluralization of nouns; question-answer pattern drills involving "do" and "don't." Review <i>Paul Revere</i> with independent recording.	Tape S-7-V: Use of "do" and "don't" Speak Sheet S-4-V (1) and (2) <i>Paul Revere's Ride</i>			

Week's Lessons Follow

M. Tape F-1 89-10

INTONATION AND PRONUNCIATION

M. Listen:

- F. *John* went home.
- F. John went *home*.
- F. *Mary* brought the books.
- F. Mary brought the *books*.
- F. *Ruth* bought a radio.
- F. Ruth bought a *radio*.

M. Now, listen to the following sentences and tell me which word is emphasized.

- | | |
|------------------------------------|-------------|
| F. <i>John</i> went home. | John |
| F. John went <i>home</i> . | home |
| M. <i>Mary</i> brought the books. | Mary |
| M. Mary brought the <i>books</i> . | books |
| F. <i>Ruth</i> bought a radio. | radio |
| F. Ruth bought a <i>radio</i> . | Ruth |

M. Now, listen:

- | | |
|------------------------------------|----------------|
| F. <i>John</i> went home. | M. Who |
| F. John went <i>home</i> . | M. Where |
| M. <i>Mary</i> brought the books. | M. Who |
| M. Mary brought the <i>books</i> . | M. What |
| F. <i>Ruth</i> bought a radio. | M. What |
| F. Ruth bought a <i>radio</i> . | M. Who |

F. Now, you will ask the question. Listen for the emphasized word.
For example:

- | | |
|----------------------------------|-------------------------------|
| M. <i>Ted</i> plays basketball. | F. Who plays basketball? |
| M. Ted plays <i>basketball</i> . | F. What does Ted play? |
| M. <i>Bill</i> likes to swim. | F. Who likes to swim? |
| M. Bill likes to <i>swim</i> . | F. What does Bill like to do? |
| M. He went to the <i>game</i> . | F. Where did he go? |

M. Now, you ask the question:

- | | |
|----------------------------------|---------------|
| F. <i>Ted</i> plays basketball. | M. Who |
| F. Ted plays <i>basketball</i> . | M. What |
| M. <i>Bill</i> likes to swim. | F. Who |
| M. Bill likes to <i>swim</i> . | F. What |

- F. She went to the *hospital*. M. Where
- F. *She* went to the hospital. M. Who
- M. *John* went to town last night. F. Who
- M. John went to *town* last night. F. Where
- M. John went to town *last night*. F. When
- F. Fred lives in *California*. M. Where
- F. *Fred* lives in California. M. Who
- M. He left his *watch* at the dentist. F. What
- M. He left his watch at the *dentist*. F. Where
- F. *Mike* left his watch at the dentist. M. Who
- F. Now, you make up your own answers. Use the proper intonation. Emphasize one word in your answer. For example, listen:
- M. *Who* works in that office? F. *Sam* works in that office.
- M. *Where* does Bill work? F. Bill works *in town*.
- M. *What* does Helen study? F. Helen studies *biology*.
- M. Now, you answer using intonation:
- M. *Who* works in that office?
- M. *Where* does Bill work?
- M. *What* does Helen study?
- M. *When* was the bridge built?
- F. *Where* are you going?
- F. *Who* picked up the mail?
- F. *Whose* dog is that?
- F. *Which* letter is yours?
- M. *Who* likes vanilla?
- M. *When* should I leave?
- M. *What's* her first name?
- F. Pronunciation drill. Listen and repeat:
- | | |
|-----------------------|-------------------------|
| M. feet - fit | F. shoes - should |
| M. seat - sit | F. wooed - would |
| M. sheep - ship | F. cooed - could |
| M. beat - bit | F. fool - full |
| M. leak - lick | F. pool - pull |
| M. age - edge | F. low - law |

M. late - let

M. date - debt

M. mate - met

M. taste-test

F. so - sew

F. coat - caught

F. woke - walk

F. boat - bought

M. Listen to the three words and repeat:

F. backs - bucks - box

F. cap - cup - cop

F. cat - cut - cot

M. hat - hut - hot

M. lack - luck - lock

F. Now, repeat the following sentences:

M. My shoes don't fit my feet.

M. That ship is full of sheep.

M. Cats will lick a water leak.

F. A fool is full of nonsense.

F. The stage crashed over the ledge.

F. He paid the debt on the right date.

M. You test a pie by its taste.

M. If you saw it, it must be so.

M. He went for a walk after he woke.

F. The horse backs and bucks at the box.

F. The cat cut its foot on the cot.

F. It's just my luck to lack a lock.

M. It's just my luck to lack a lock.

M. Please sit in that seat.

F. Now, listen for intonation and ask the question. For example, listen:

M. This package should be delivered *immediately*.

F. *When* should this package be delivered?

M. You should go by *plane*.

F. *How* should I go?

M. I saw Jim at the *movies* last week.

F. *Where* did you see Jim?

F. Now, you ask the question. Use intonation.

M. This package should be delivered *immediately*. F. When

M. You should go by *plane*. F. How

M. I saw Jim at the *movies* last week. F. Where

- | | |
|--|----------------|
| F. She should see a <i>doctor</i> . | M. Whom |
| F. The <i>police</i> may hold him for several days. | M. Who |
| F. I sent it <i>yesterday</i> C.O.D. | M. When |
| M. They found the child playing <i>in the park</i> . | F. Where |
| M. Bill awoke at <i>six</i> . | F. When |
| M. <i>Bill</i> awoke at six. | F. Who |
| F. Mary takes <i>piano</i> lessons. | M. What |
| F. Jim is in the <i>hospital</i> . | M. Where |
| F. <i>Jim</i> is in the hospital. | M. Who |

F. Listen and repeat:

- M. My dog bit me when I beat him.
- M. He shoes the horse when he should.
- M. Let's pull him out of the pool.
- F. Don't let yourself be late.
- F. The captain met the mate on the bridge.
- F. It's against the law to fly low.
- M. He caught his coat on a nail.
- M. She bought a boat for her son.
- M. The beggar put his cap over his cup when he saw a cop.
- F. He took off his hat in the hot hut.

F. Listen to the following dialogue:

- | | |
|----------------------------------|-----------------------------|
| M. Do you think English is easy? | F. No, I don't. |
| M. Why not? | F. I have to work too hard. |

M. Now, you answer:

- F. Do you think English is easy?
- F. Why not?
- M. Let's try that again.
- F. Do you think English is easy?
- F. Why not?

M. Listen to this dialogue:

- | | |
|---|---------------------------|
| F. That's a nice looking sweater you have on. | M. Thank you. |
| F. Where did you get it? | M. At Penney's down town. |

M. Listen again:

F. That's a nice looking sweater you have on. M. Thank you.

F. Where did you get it? M. At Penney's down town.

M. Now, you answer:

F. That's a nice looking sweater you have on.

F. Where did you get it?

M. Let's try that again:

F. That's a nice looking sweater you have on.

F. Where did you get it?

F. Listen to the following dialogue:

M. It was quite windy yesterday. F. Yes, it was.

M. It's all clear today, though. F. Yes, it is.

F. Listen again:

M. It was quite windy yesterday. F. Yes, it was.

M. It's all clear today, though. F. Yes, it is.

F. Now, you answer:

M. It was quite windy yesterday.

M. It's all clear today, though.

F. We'll try that again:

M. It was quite windy yesterday.

M. It's all clear today, though.

F. Now, we'll repeat the three dialogues. You answer:

M. Do you think English is easy?

M. Why not?

F. That's a nice looking sweater you have on.

F. Where did you get it?

M. It was quite windy yesterday.

M. It's all clear today, though.

This ends the lesson.

F. Tape S-6-V

ANSWERS WITH INTONATION

Review of final 's' sounds

F. Listen:

M. Is the traffic heavy?

F. Yes, it is. It is heavy.

M. Listen and repeat:

F. Is the traffic heavy?

M. Yes, it is. It is heavy.

F. Is it dangerous?

M. Yes, it is. It is dangerous.

F. Does this street have a lot of traffic?

M. Yes, it does. It does have a lot of traffic.

F. Can we cross at the corner?

M. Yes, we can. We can cross at the corner.

F. Now you answer the questions:

M. Is the traffic heavy?

M. Is it dangerous?

M. Is the street crowded?

M. Does the street have a lot of traffic?

F. Can they see the traffic lights?

F. Can we cross at the corner?

F. Do people pay attention to the policeman?

F. Do people obey the traffic lights?

M. Let's try them again. This time in the past tense.

F. Was the traffic heavy?

F. Was it dangerous?

F. Did this street have a lot of traffic?

F. Could we cross at the corner?

M. Was the street crowded?

M. Did they see the traffic lights?

M. Did people pay attention to the policeman?

M. Could people obey the traffic lights?

F. Listen and repeat:

M. cup - cups

M. piece - pieces

M. glass - glasses

M. egg - eggs

F. cup - cups

F. piece - pieces

F. glass - glasses

F. egg - eggs

M. Listen:

F. Did you have a cup of coffee?

M. Yes, I did. I had two cups of coffee.

F. Did you have a piece of toast?

M. Yes, I did. I had two pieces of toast.

F. Listen and repeat:

M. Did you have a glass of water?

F. Yes, I did. I had two glasses of water.

M. Did you have an egg?

F. Yes, I did. I had two eggs.

M. Now you answer the questions:

F. Did you have a cup of coffee?

F. Did you have a piece of toast?

F. Did you have a glass of water?

F. Did you have an egg?

F. Let's try it again:

M. Did she have a cup of coffee?

M. Did he have a glass of water?

M. Did you have a piece of toast?

M. Did she have an egg?

F. Listen:

M. The street is crowded.

F. Some streets are *always* crowded.

M. The driver is careful.

F. Some drivers are *always* careful.

M. Listen and repeat:

F. The taxi starts fast.

M. Some taxis *always* start fast.

F. The car moves quickly.

M. Some cars *always* move quickly.

- F. The pedestrian walks carefully.
- M. Some pedestrians *always* walk carefully.
- F. Now you answer:
- M. The street is crowded.
- M. The driver is careful.
- M. The taxi starts fast.
- F. The car moves quickly.
- F. The pedestrian walks carefully.
- F. The bus stops at the railroad tracks.
- F. The boy waits for the lights.
- M. Now let's try the same sentences using the word "never":
- For example:
- | | |
|---------------------------|---|
| M. The street is crowded. | F. Some streets are <i>never</i> crowded. |
| M. The driver is careful. | F. Some drivers are <i>never</i> careful. |
- M. Now you answer:
- F. The street is crowded.
- F. The driver is careful.
- F. The taxi starts fast.
- M. The car moves quickly.
- M. The pedestrian walks carefully.
- M. The bus stops at the tracks.
- M. The boy waits for the lights.
- F. Listen and repeat:
- M. one cup - two cups
- M. one piece - two pieces
- M. one glass - two glasses
- M. one egg - two eggs
- M. one street - some streets
- M. one driver - some drivers
- F. one taxi - some taxis
- F. one car - some cars
- F. one pedestrian - some pedestrians

- F. one bus - some busses
- F. one kid - some kids

M. Listen:

- F. This girl has eggs for breakfast.
- M. Most girls *always* have eggs for breakfast.
- F. This driver stops at the lights.
- M. Most drivers *always* stop at the lights.
- F. This pedestrian walks carefully.
- M. Most pedestrians *always* walk carefully.

F. Listen and repeat:

- M. This girl has eggs for breakfast.
- F. Most girls *always* have eggs for breakfast.
- M. This driver stops at the lights.
- F. Most drivers *always* stop at the lights.

M. Now you answer:

- F. This girl has eggs for breakfast.
- F. This driver stops at the lights.
- F. This pedestrian walks carefully.
- F. This bus leaves on time.
- M. This boy has milk for breakfast.
- M. This driver watches the signs.
- M. This pedestrian waits for the lights.
- M. This bus uses diesel fuel.

M. Listen:

- | | |
|--------------------------------|---------------------------------|
| F. The student learns English. | M. Most students learn English. |
| F. The teacher grades papers. | M. Most teachers grade papers. |

F. Listen and repeat:

- M. The car is expensive.
- F. Most cars are expensive.
- M. The train is on time.
- F. Most trains are on time.

M. Now you answer:

- F. The car is expensive.
- F. The train is on time.
- F. The football game is exciting.
- F. The youngster is curious.
- F. The puppy is playful.
- M. The library is quiet.
- M. The nurse is helpful.
- M. The rabbit is timid.

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F. Listen and repeat:

- M. like - likes
- M. cut - cuts
- M. hope - hopes
- M. laugh - laughs
- M. take - takes
- M. sit - sits
- M. stop - stops
- M. puff - puffs
- F. read - reads
- F. care - cares
- F. leave - leaves
- F. run - runs
- F. feel - feels
- F. come - comes
- F. go - goes
- F. see - sees

- M. miss - misses
- M. watch - watches
- M. cash - cashes
- M. change - changes
- F. use - uses
- F. catch - catches
- F. rise - rises
- F. pass - passes

M. This ends the lesson.

Tape P-7-V

THE CONSONANTS

Simple negative statements in the present

F. Listen and repeat:

M. just	region	page
M. job	major	judge
M. jet	judging	George
M. joke	Roger	large

F. Now pronounce these words:

M. cheap	teacher	much
M. child	watching	which
M. chair	furniture	catch
M. choose	natural	match

F. Listen and repeat:

M. cheep - jeep	F. H - age
M. choke - joke	F. match - madge
M. chet - jet	F. rich - ridge
M. chin - gin	F. march - Marge
M. jeep - cheep	F. age - H
M. joke - choke	F. Madge - match
M. jet - chet	F. ridge - rich
M. gin - chin	F. Marge - march

M. Say "same" or "different":

F. match - Madge	F. rich - ridge
F. match - match	F. H - age
F. ridge - rich	F. age - age
F. ridge - ridge	M. match - Madge
F. march - Marge	M. Madge - match
M. Marge - Marge	M. age - age
M. Marge - march	M. H - H
M. Madge - Madge	M. H - age

F. Listen and repeat:

M. Charles wants the chalk.

M. The teacher has lunch at 9 o'clock.

M. The engineers went to Japan.

M. I enjoy my job.

M. Charles has a good job.

F. My teacher enjoys her work.

F. She's very short.

F. I went to a shoe shop.

F. The engineer had lunch in the station.

F. Jimmie teaches Spanish to his brother.

M. Listen:

F. I'm a student.

M. I'm not a student.

F. You're a student.

M. You're not a student.

F. Now you give the negative answer:

M. I'm a student.

M. You're a student.

M. We're students.

M. They're students.

M. He's a doctor.

M. She's a teacher.

F. That's a tape.

F. This is a book.

F. They're chairs.

F. It's an eraser.

F. Those are books.

F. These are tapes.

F. That's Miss Thomas.

F. They're engineers.

M. Listen:

F. Am I a teacher?

M. No, you're not.

F. Are you a student?

M. No, I'm not.

F. Am I a nurse?

M. No, you aren't.

F. Now you answer in the negative:

- | | |
|-------------------------|-------|
| M. Am I a teacher? | ..... |
| M. Are you a student? | ..... |
| M. Am I a nurse? | ..... |
| M. Are you a doctor? | ..... |
| M. Is he a secretary? | ..... |
| M. Is she a clerk? | ..... |
| M. Is he a student? | ..... |
| F. Is she a teacher? | ..... |
| F. Are we students? | ..... |
| F. Are these erasers? | ..... |
| F. Are they engineers? | ..... |
| F. Is this a pencil? | ..... |
| F. Is this Mr. Lane? | ..... |
| F. Are those tapes? | ..... |
| F. Is that Mrs. Thomas? | ..... |

M. Listen:

- | | |
|-----------------------|--------------------------|
| F. Are you a teacher? | M. Aren't you a teacher? |
| F. Is he a mechanic? | M. Isn't he a mechanic? |
| F. Is she a nurse? | M. Isn't she a nurse? |

F. Now you ask the negative question:

- | | |
|-------------------------|-------|
| M. Are you a teacher? | ..... |
| M. Is he a mechanic? | ..... |
| M. Is she a nurse? | ..... |
| M. Are we students? | ..... |
| M. Are they engineers? | ..... |
| F. Is this a pencil? | ..... |
| F. Are those tapes? | ..... |
| F. Is that Miss Thomas? | ..... |
| F. Is it an eraser? | ..... |
| F. Are these chairs? | ..... |

M. Listen and repeat:

F. measure	F. decision	M. delusion
F. usual	F. persuasion	M. leisure
F. pleasure	F. explosion	M. seizure
F. treasure	M. confusion	M. azure
F. occasion	M. conclusion	M. rouge
F. vision	M. collision	M. garage
F. division	M. invasion	

F. Listen and repeat:

- M. She came late as usual.
- M. Shall I measure this?
- M. She will come with pleasure.
- M. I accept the treasure with pleasure.
- F. She showed me an example in long division.
- F. It's a pleasure to welcome you on this occasion.
- F. After much persuasion, he showed me his treasures.
- F. The collision caused the explosion.

F. age	age	What's is age?
F. cage	cage	That's a bird cage.
F. page	page	Turn the page.
M. large	large	The shirt is too large.
M. charge	charge	What's the charge?
M. change	change	Count your change.
F. strange	strange	I felt strange.
F. village	village	He lives in a small village.
F. cabbage	cabbage	Buy a head of cabbage.
M. message	message	Did you get the message?
M. bridge	bridge	He crossed a large bridge.
M. porridge	porridge	Goldilocks ate the porridge.
F. orange	orange	It was a Florida orange.
F. carriage	carriage	That's a baby's carriage?
F. cottage	cottage	He lived in that cottage.

M. college	college	Her brother's in college.
M. language	language	That's his native language.
M. urge	urge	Try to urge him to change.
F. edge	edge	The car drove to the edge.
F. judge	judge	Tell it to the judge.
F. budge	budge	The stubborn mule wouldn't budge.

M. This ends the lesson.

F. Tape S-7-V

USE OF DO — POSITIVE, NEGATIVE, INTERROGATIVE

Review of final s, th

M. Listen:

M. stick	F. sticks
M. hat	F. hats
M. hope	F. hopes

M. Now you make the following words plural:

F. stick	M. lake
F. hat	M. seat
F. hope	M. stop
F. laugh	M. cuff
F. Ruth	M. death

F. Listen:

F. bed	M. beds
F. chair	M. chairs
F. stove	M. stoves

F. Make the following plural:

M. bed	F. game
M. chair	F. show
M. stove	F. boy
M. pen	F. key
M. hill	F. fly

M. Listen:

F. miss

F. watch

F. wish

M. misses

M. watches

M. wishes

F. Make the following plural:

M. miss

M. watch

M. wish

M. judge

M. size

F. class

F. Church

F. George

F. rose

F. range

M. Listen:

F. I understand English.

F. I understand the question.

F. We have two pens.

F. They want three books.

M. Do you understand English?

M. Do you understand the question?

M. Do you have two pens?

M. Do they want three books?

F. Now you ask the question:

M. I understand English.

M. I understand the question.

M. We have two pens.

M. They want three books.

M. They say "Hi."

F. I want two chairs.

F. We say "thank you."

F. We want a teacher.

F. I have three tapes.

F. They need a teacher.

M. I understand English.

M. I understand the question.

M. We have two pens.

M. They want three books.

M. They say "Hi."

F. I want two chairs.

F. We say "thank you."

F. We want a teacher.

- F. I have three tapes.
- F. They need a teacher.

M. Listen and repeat:

- F. I don't understand English.
- F. You don't understand the question.
- F. We don't have two pens.
- F. They don't want three books.

M. Now you make the negative with "don't":

- F. I understand English.
- F. I understand the question.
- F. We have two pens.
- F. They want three books.
- F. They say "Hi."
- M. I want two chairs.
- M. We say "thank you."
- M. We want a teacher.
- M. I have three tapes.
- M. They need a teacher.

F. Listen:

- M. Don't I understand English?
- M. Don't I understand the question?
- M. Don't we have two pens?
- M. Don't they want three books?

M. Listen and repeat:

- M. Don't I understand English?
- M. Don't I understand the question?
- M. Don't we have two pens?

F. Now you change the following to negative questions: ABCD.

- | | |
|-------------------------------|----------------------|
| M. I understand English. | F. Don't I? |
| M. I understand the question. | F. Don't I? |
| M. We have two pens. | F. Don't we? |
| M. They want three books. | F. Don't they? |
| M. They say "Hi." | F. Don't they? |

- | | |
|-------------------------|----------------------|
| F. I want two chairs. | M. Don't I? |
| F. We say "thank you." | M. Don't we? |
| F. We want a teacher. | M. Don't we? |
| F. I have three tapes. | M. Don't I? |
| F. They need a teacher. | M. Don't they? |
- F. This time you will hear some positive sentences; you give the negative:
- M. I understand the lesson.
- M. I understand the question.
- M. We have two pens.
- M. They want three books.
- M. They say "Hi."
- F. I want two chairs.
- F. We say "thank you."
- F. We want a teacher.
- F. They need a teacher.
- M. Make these negative questions:
- F. Do I understand the lesson?
- F. Do I understand the question?
- F. Do we have two pens?
- F. Do they want three books?
- F. Do they say "Hi"?
- M. Do they want two chairs?
- M. Do we say "Thank you?"
- M. Do we want a teacher?
- M. Do they need a teacher?
- F. Listen:
- | | |
|------------------------------------|------------------|
| F. Do you understand the question? | M. Yes, I do. |
| F. Do you understand the lesson? | M. Yes, I do. |
| F. Do we have two pens? | M. Yes, we do. |
| F. Do we want three books? | M. Yes, they do. |
- F. Now you give the short answer:
- M. Do I understand the lesson?
- M. Do I understand the question?

- M. Do we have two pens?
- M. Do they want three books?
- M. Do they say "Hi"?
- F. Do I want two chairs?
- F. Do we say "Thank you"?
- F. Do we want a teacher?
- F. Do they need a teacher?

M. Listen:

- | | |
|-------------------------------------|-------------------|
| F. Don't I understand the lesson? | M. No, you don't. |
| F. Don't I understand the question? | M. No, you don't. |
| F. Don't we have two pens? | M. No, we don't. |

F. Now you answer in the negative:

- M. Don't I understand the lesson?
- M. Don't I understand the question?
- M. Don't we have two pens?
- M. Don't they want three books?
- M. Don't they say "Hi"?
- F. Don't I want two chairs?
- F. Don't we want a teacher?
- F. Don't they need a teacher?

M. Listen and repeat:

- | | | | |
|----------------------|-------------------|----------------|-------------------|
| F. grandfather | father | rather | either |
| F. mother | grandfather | bother | grandfather |
| F. brother | mother | weather | mother |
| M. anything | mathematics | thirty | everything |
| M. everything | healthy | thousand | mathematics |
| M. nothing | mouth | south | thank |

F. Listen:

- | | |
|-----------------------|------------------------|
| M. We have time. | F. Do we have time? |
| | F. Yes, we do. |
| M. They have time. | F. Do they have time? |
| | F. Yes, they do. |
| M. You study science. | F. Do I study science? |
| | F. Yes, I do. |

M. You speak English.

F. Do I speak English?

F. Yes, I do.

M. Now you ask the question and give the answer:

F. We have time.

F. They have time.

F. You study science.

F. You speak English.

M. We have enough books.

M. You drink milk.

M. They have plenty of food.

M. We work in town.

(Check tape) F. This ends the lesson.

F. Listen and repeat:

M. like - likes

M. cut - cuts

M. hope - hopes

M. laugh - laughs

M. take - takes

M. sit - sits

M. stop - stops

M. puff - puffs

M. track - tracks

F. read - reads

F. care - cares

F. leave - leaves

F. run - runs

F. feel - feels

F. come - comes

F. go - goes

F. see - sees

M. miss - misses

M. watch - watches

M. cash - cashes

M. change - changes

M. use - uses

M. catch - catches

M. rise - rises

M. pass - passes

F. This ends the lesson.

THE Ç AS IN CHAIR; THE Ĵ AS IN JUDGE

P-7-V

Say these pairs of words:

H - age	cheep - jeep	jeep - cheep
match - Madge	choke - joke	joke - choke
rich - ridge	gin - chin	chin - gin
march - Marge	chin - gin	Madge - match
age - H	match - Madge	ridge - rich
Madge - match	rich - ridge	age - H
ridge - rich	H - age	H - age
Marge - march	age - H	march - Marge

Say:

page	catch	child	just
judge	which	cheap	job
George	much	chair	jet
large	match	choose	joke

Try saying these sentences:

orange	orange	It was a Florida orange.
carriage	carriage	That's a baby carriage.
cottage	cottage	He lived in that cottage.
college	college	Her brother's in college.
language	language	That's his native language.
urge	urge	Try to urge him to change.

PAUL REVERE'S RIDE

by Henry Wadsworth Longfellow

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere.
On the eighteenth of April, in seventy-five;
Hardly a man is now alive
Who remembers that famous day and year,
He said to his friend, "If the British march
By land or sea from the town tonight,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said, "Good Night." and with muffled oar
Silently rowed to the Charleston shore,
Just as the moon rose over the bay,

Where swinging wide at her mooring lay
The *Somerset*, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk that was magnified
By its own reflection in the tide.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
 How the British Regulars fired and fled,
 How the farmers gave them ball for ball,
 From behind each fence and farmyard wall,
 Chasing the red-coats down the lane,
 Then crossing the fields to emerge again
 Under the trees at the turn of the road,
 And only pausing to fire and load.

So through the night rode Paul Revere;
 And so through the night went his cry of alarm

To every Middlesex village and farm,
 A cry of defiance and not of fear,
 A voice in the darkness, a knock at the door,
 And a word that shall echo forevermore.
 For, borne on the night-wind of the Past
 Through all our history to the last,
 In the hour of darkness and peril and need,
 The people will waken and listen to hear
 The hurrying hoof-beats of that steed,
 And the midnight message of Paul Revere.

EIGHTH WEEK ENRICHMENT

From: Hansen and Pierce, *Speak To Learn*, Stockton Unified School District, California.

'ZH' AS IN MEASURE

Making the sound:

To make the sound of **3**, make a fish mouth as though you were going to say /sh/. Raise the tip and blade of the tongue but do not touch the gum ridge. Release your breath (use your voice). The stream of breath can be felt on the palate as you release it.
 Sound Picture: The French Sound

JACQUE LA DOODLE

Jacque la Doodle's Paris bound up in the sky of azure.
 For flying in a jet airplane is certainly a pleasure.

While in Paris, let's speak French with an accent dandy,
 Jacque la Doodle says Good-day, Good-night, Good-bye and thank you.

While in Paris, let's speak French with an accent dandy,
 Jacque la Doodle says Bonjour, Bonsoir, Au Regoir et merci.

JACQUE LA DOODLE HAS A DOG NAMED "ZHADA."

ZHADA THE POODLE

Jacque La Doodle
 Has a poodle,
 Zhada is his name.

Zhada, the poodle
 Of Jacque La Doodle
 Is fierce, or is he tame?

He barks at bones
 and chews on stones.
 He thinks they're both the same.

He's fierce with his treasure,
 And yelps with his pleasure,
 And buries his rocks in a game.

"What a dog," said La Doodle.
 "He's a very strange poodle.
 Mr. Zhada, a rather strange name!"

Using the sound:

The 3 sound did not come into the English language until quite recently. It came from the French, and words like "camouflage" first became familiar after World War I. An approximation of the French pronunciation has been retained in many words such as "prestige" and "barrage." The spelling pronunciation rules do not follow a logical system.

Letters		Sounds	Words
/s/	sounds like	3	in measure, leisure
/z/	sounds like	3	in azure, glazier
/g/	sounds like	3	in rouge, regime

In the following list of words containing the 3 sound, many French words will be recognized which have become part of our language.

beige	corsage	casual	rouge
garage	negligee	pleasure	camouflage
mirage	regime	usual	jabot
prestige	Roget	vision	genre

/j/ (d3) as in judge

Making the sound:

Start to make the /d/ sound by placing the tongue behind the upper front teeth, letting it drop as the (3) is made. This produces the (d3) which is a combination of both /d/ and (3).

Sound Picture: Jack and Jill

JOLLY JACK AND JILL

Go up Jolly Jack,
Go up Jolly Jill
The well at the top is calling.

Go slow Jack and Jill,
Go slow Jack and Jill;
Oh, oh, Jack begins to fall.

Down the hill he tumbles
With the pail he fumbles,
Listen to their laughter,
As Jill comes tumbling after.

NURSERY RHYME QUIZ

- TEACHER: Wee Willie Winkle ran through town. What did Wee Willie Winkle wear?
 SPEAKER: He wore a nightgown.
 CLASS: He wore a nightgown.
- TEACHER: Where did the little cat go?
 SPEAKER: He went to London to see the queen.
 CLASS: He went to London to see the queen.
- TEACHER: What did Jack Horner say when he pulled out the plum?
 SPEAKER: Jack said, "What a good boy am I!"
 CLASS: Jack said, "What a good boy am I!"
- TEACHER: Who was quick and jumped over the candlestick?
 SPEAKER: Jack was nimble and Jack jumped over the candlestick.
 CLASS: Jack was nimble and Jack jumped over the candlestick.
- TEACHER: Why did Old Mother Hubbard go to the cupboard?
 SPEAKER: She went to the cupboard to get her poor dog a bone.
 CLASS: She went to the cupboard to get her poor dog a bone.
- TEACHER: What did the rat eat in "This is the House that Jack Built"?
 SPEAKER: The rat ate the malt in "This is the House that Jack Built."
 CLASS: The rat ate the malt in "This is the House that Jack Built."
- TEACHER: Who ate the rat in "This is the House that Jack Built"?
 SPEAKER: The cat ate the rat in "This is the House that Jack Built."
 CLASS: The cat ate the rat in "This is the House that Jack Built."
- TEACHER: Who worried the cat in "This is the House that Jack Built"?
 SPEAKER: The dog worried the cat in "This is the House that Jack Built."
 CLASS: The dog worried the cat in "This is the House that Jack Built."

/ch/ (tʃ) as in Charlie

Making the sound:

Start to make the (tʃ) sound by placing the tongue behind the upper front teeth, letting it drop as the (ʃ) sound is made. This produces the (tʃ) which is a combination of both the /t/ and /sh/. The tongue must drop quickly in order to make a clear (tʃ) sound.

Sound Picture: Sneezing

Make the sneezing sound with Charlie. (Be sure to cover your mouth when you sneeze.)

AT-CHOO

- | | |
|---|---|
| <p>GIRLS: Charlie wouldn't wear his boots
 As he went out to play
 He even lost his sweater
 On that cold and rainy day.</p> | <p>BOYS: Charlie played in the water,
 He even played in the sea,
 Without his boots and sweater on.
 What a foolish boy was he!</p> |
| <p>ALL: So Charlie started sneezing,
 At-Choo, At-Choo, At-Chee.
 Cover up your sneezes, Charlie,
 Don't give your sneezes to me!
 At-Choo, At-Choo, At-Chee!</p> | <p>ALL: So Charlie started sneezing,
 At-Choo, At-Choo, At-Chee.
 Cover up your sneezes, Charlie,
 Don't give your sneezes to me!
 At-Choo, At-Choo, At-Chee!</p> |

Teaching the sound:

Both the tip and blade of the tongue need to be in firm contact with the ridge behind the upper front teeth in order to create a distinct friction sound, as the tongue drops and the air is released. It should be a forceful but not a staccato sound. It is longer and more pronounced than the sound of $t\int$. The correct use of the tongue is the key to the production of this sound. Consciously work for better tongue control.

"DROP THE TONGUE"

Say the words:

Drop, drop, drop,
Drop, drop, drop,
Drop, drop, drop and stop.

Sounds:

$/t/$ $/t/$ $/t/$
 $/t/$ $/t/$ $/\int/$
 $/t/$ $/t/$ $/t\int/$ $/t\int/$ $/t\int/$ $/t\int/$

Place the ($t\int$) sound in this arrangement of an old traditional rhyme.

Teacher: Who is fair of face?
Class: Monday's child.
Teacher: Who is full of grace?
Class: Tuesday's child.
Teacher: Who is full of woe?
Class: Wednesday's child.
Teacher: Who has far to go?
Class: Thursday's child.
Teacher: Who is loving and giving?
Class: Friday's child.
Teacher: Who works hard for a living?
Class: Saturday's child.
Teacher: Who is the child who is bonnie and gay?
Class: The child who is born on Sabbath Day.

BASEBALL WORD GAME

Do we — change the picture
or
change the pitcher?

Do we — get a new pitcher
or
get a new picture?

Do we — sell the pitcher
or
sell the picture?

Do we — take out the pitcher
or
take out the picture?

Who is your favorite picture
or
Who is your favorite pitcher?

LANGUAGE LESSON PLANS FOR LAB I NINTH WEEK

PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
Teach the /ŋ/ sound as in sing. Pronunciation review drills contrasting vowel sounds.	Written or oral practice involving the /ŋ/ sound. Sentence and vocabulary suggestions may be found in Script P-9-V or <i>English This Way</i> #1, p. 64. Consider the second exercise of Quiz #9. Continue with individual or choral reading excerpts.	The /n/ sound as in sing; recong. listening practice to discriminate between the final sounds, as in sin and sing; production drills involving the /n/; pronunciation practice with words and sentences requiring the production of /n/ in medial and final positions. Pronunciation drills contrasting vowel sounds.	Tape P-9-V: The /ŋ/ sound. Quiz #9 Review of: <i>Barbara Frietchie</i> Model tape of <i>Paul Revere's Ride</i>
Provide speaking practice using personal pronouns: nom., poss., obj. Review practice for the /ð/ and /ŋ/ sounds.	Teach "person" and develop an understanding of subject, object, and possession in the use of personal pronouns. Provide oral or written drills requiring the substitution of personal pronouns for nouns. Refer to Script S-11-V for suggested ways. <i>Regents I</i>, p. 21, 22. <i>Regents II</i>, p. 2, are very good.	Pattern drills using substitution of personal pronouns for subjects, objects, and possessives; question-answer participation involving personal pronouns. Repetition of vernacular sentences (tongue twisters) involving the /ð/ and /ŋ/ sounds. Independent recordings.	Tape S-11-V: Personal Pronouns: Nom., Poss., Obj. Model tape of students' choosing.
Provide speaking practice in the use of the past tense of some common irregular verbs.	Consider oral and/or written practice with the verbs included in Script S-10-V. Try pattern drills requiring the change from present to past tense. <i>Regents II</i>, p. 17 & 18. <i>Regents I</i>, p. 27. Review the <i>th</i> through oral reading excerpts. <i>Speak Sheet P-5-V</i>.	Repetition of sentences using the past of common irregular verbs; pattern drills changing past to present and vice versa; question-answer dialogue using irregular in positive and negative statements. <i>Th</i> in minimal pairs. <i>Landing of Pilgrims</i> and <i>Paul Revere</i> for independent practice.	Tape S-10-V: Past Tense of Irregular Verbs Pronunciation Review; <i>th</i> Speak-Sheet S-1-V Model Tapes: <i>Paul Revere</i> <i>Landing of the Pilgrim Fathers</i>

Week's Lessons Follow

Tape P-9-V

THE NG SOUND

Pronunciation review drills

M. Listen:

- | | |
|-----------------|-----------------|
| F. sin - sing | M. clan - clang |
| F. thin - thing | M. sin - sing |
| F. Hun - hung | M. ban - bang |
| F. ban - bang | M. lawn - long |
| F. lawn - long | M. run - rung |
| F. run - rung | M. win - wing |
| F. tan - tang | M. thin - thing |
| F. kin - king | M. kin - king |
| F. win - wing | M. tan - tang |
| F. din - ding | M. Hun - hung |

M. Listen for the ng sound. If it is in the first word, say "first"; if it is in the second, say "second." Say first or second.

- | | | |
|-----------------------|-----------------------|-----------------------|
| M. sin - sing | F. long - long | M. sing - sin |
| M. bang - ban | F. sing - sin | M. win - wing |
| M. kin - king | F. din - ding | F. thing - thin |
| M. lawn - long | F. run - rung | F. win - wing |
| M. thing - thin | M. thin - thin | F. sing - sin |
| M. clan - clang | M. bang - ban | F. hung - Hun |
| F. rung - run | M. clang - clan | F. run - rung |
| F. win - wing | M. win - wing | F. king - kin |

M. I'll say "thin," you say "thing." I'll say "sin," you say "sing."

- | | | |
|---------------|--------------|---------------|
| M. thin | F. win | M. run |
| M. sin | F. din | M. thin |
| M. Hun | F. ban | M. ban |
| M. ban | F. sin | M. clan |
| M. lawn | F. run | M. win |
| M. run | F. kin | M. tan |
| M. tan | F. win | M. din |
| M. kin | F. din | M. sin |

F. Listen and repeat:

M. sing	F. bring	F. swinging
M. sang	F. spring	F. springing
M. song	F. string	F. ringing
M. long	F. strong	F. banging
M. ring	F. among	M. finger
M. wing	M. coming	M. longer
M. ding	M. going	M. longest
M. king	M. nothing	M. stronger
M. thing	M. something	M. strongest
M. young	M. morning	M. younger
F. hung	M. evening	M. youngest
F. hang	M. running	M. anger
F. rang	M. walking	M. angry
F. clang	M. dancing	
F. swing	M. singing	

F. Listen and repeat:

M. sing	Can you sing?
M. long	How long can you sing?
M. getting	How long can you sing without getting tired?
M. thing	This thing will last longer.
F. morning	The bird sang a song in the morning.
F. morning	Good morning.
F. evening	Good evening.
F. bringing	I'm thinking of bringing my check to the bank.

M. Which word has the ng sound — first, second or third?

F. ran - ram - rang	(3rd)
F. lawn - long - lawn	(2nd)
F. thin - think - thing	(3rd)
F. thing - thin - think	(1st)
F. thing - thing - thin	(1st & 2nd)
M. think - thin - thin	(none)

M. thing - thing - thing	(1st, 2nd & 3rd)
M. morning - morning - morning	(1st, 2nd & 3rd)
M. run - rung - run	(2nd)
M. ban - bank - bang	(3rd)
F. win - wing - win	(2nd)
F. wing - wing - win	(1st & 2nd)
F. win - win - win	(none)
F. wing - wing - wing	(1st, 2nd & 3rd)
F. ban - bang - ban	(2nd)
M. clan - clang - clang	(2nd & 3rd)
M. sink - sing - sin	(2nd)
M. sin - sin - sing	(3rd)
M. sing - sing - son	(1st & 2nd)
M. ban - bank - bang	(3rd)
M. think - thing - thin	(2nd)

F. Listen, then repeat:

M. thing	bringing	younger	bank
M. young	singing	longer	think
M. song	ringing	single	pink
F. wrong	hanging	finger	thanking
F. wing	swinging	stronger	drinking

M. Listen and repeat:

F. Let's begin at noon.	
F. Is he on the train?	
F. <i>Where do you come from?</i>	
M. He doesn't seem ill.	
M. I don't have time to go home.	
M. <i>That's the thing I want.</i>	
F. Put the thermometer under your tongue.	
F. <i>What are you studying?</i>	
M. Let's play a game on the train.	
M. <i>What are you doing this afternoon?</i>	

- F. *She's going home at nine o'clock.*
- M. *Do you want to own a home?*
- F. *He's studying the same thing.*
- M. *The program doesn't begin on time.*

F. Listen and repeat:

- | | |
|-------------------------|-------------------------|
| M. sheep - cheap | F. dish - ditch |
| M. share - chair | F. mash - match |
| M. she's - cheese | F. cash - catch |
| M. shoes - choose | F. wash - watch |
| M. five | F. writer |
| M. nine | F. finding |
| M. light | F. tired |
| M. I | F. kinder |
| M. all right | F. It's all right |

M. Listen and repeat:

- | | |
|----------------------|----------------------|
| F. not - night | M. night - not |
| F. box - bikes | M. bikes - box |
| F. fond - find | M. find - fond |
| F. lock - like | M. like - lock |

F. Listen and repeat:

- M. I need a hat, not a cat.
- M. *She sees a plane, not a plant.*
- F. We have a car, not a cab.
- F. They want a book, not a box.
- F. I see a ship, not a sheep.
- M. I need one hat, not two hats.
- F. She sees one plane, not three planes.
- M. We have one car, not four cars.
- F. They want one book, not five books.
- M. I see one ship, not six ships.

F. Listen and repeat:

- M. bed - bad — Ted had to get in bed.
- M. met - mat — I met Bill last summer.
- M. said - said — He said he'd send it.
- F. men - man — The men were ready to be examined.
- F. head - had — He had a headache.
- F. guess - gas — I guess he's happy.
- M. Mr. King sings tenor.
- F. I'm drinking ginger ale, not orange juice.
- M. Is John going to Denver in the morning?
- F. Bill Browning always brings the morning paper.
- M. I'm thinking of bringing it in the morning.
- F. The bird sang a song in the morning.
- M. The phone rang for a long time.

F. Which has the ng sound: first, second, or third?

- M. lawn - long - lawn (2nd)
- M. think - thin - thing (3rd)
- M. thin - thing - thin (2nd)
- M. ban - bang - bang (2nd, 3rd)
- F. rang - ram - ran (1st)
- F. bang - ban - bang (1st, 3rd)
- F. bang - bang - bang (1st, 2nd, 3rd)
- F. ban - ban - ban (none)
- F. bank - bang - ban (2nd)

M. I'll say "sin," you say "sing":

- | | | |
|---------------|--------------|---------------|
| M. sin | F. win | M. run |
| M. thin | F. din | M. thin |
| M. ban | F. ban | M. ban |
| M. lawn | F. sin | M. clan |
| M. run | F. run | M. win |
| M. tan | F. win | M. sin |
| M. kin | F. din | M. thin |

F. Listen:

- M. What's he doing?
M. *He's watching T.V.*
M. What's she doing?
M. *She's studying.*
M. What are you doing?
M. *I'm writing my lesson.*

- F. watching T.V.

F. studying

F. writing my lesson

F. Now you answer:

- M. What's she doing?
M. What's she doing?
M. What are you doing?
M. What are they doing?
M. What's she doing?
M. When are they coming?
F. When's he leaving?
F. When are we going?
F. What's he doing?
F. What're you doing?
F. What's she cooking?
F. What's he saying?
F. What are you carrying?

- F. watching t.v.
F. studying
F. writing my lesson
F. reading
F. practicing her speech
F. in the morning
M. in the evening
M. in the spring
M. running to class
M. nothing
M. something for breakfast
M. asking about the assignment
M. something for you

F. This ends the lesson.

M. Tape S-11-V

PRONOUNS—NOMINATIVE, POSSESSIVE, OBJECTIVE

Pronunciation Review Drills, the "th" and "ng" sounds

M. Listen:

- | | |
|---------------------------------------|-------------------------------------|
| F. Bill studies mathematics. | M. He studies mathematics. |
| F. Mary understands every word I say. | M. She understand every word I say. |
| F. The bus stops here. | M. It stops here. |
| F. Ted knows his subjects. | M. He knows his subjects. |
| F. This clock has an alarm. | M. It has an alarm. |
| F. Bill and I will come. | M. We will come. |
| F. Fred and Ruth will be there. | M. They will be there. |

F. Now you substitute a pronoun for the subject.

- M. Bill studies mathematics. (he)
- M. Mary understands every word I say. (she)
- F. The bus stops here. (it)
- F. Ted knows his subjects. (he)
- M. This clock has an alarm. (it)
- M. Bill and I will come. (we)
- F. Fred and Ruth will be there. (they)
- F. My sister works for a doctor. (she)
- M. My father bought a car. (he)
- M. Mary knows her subjects. (she)
- F. Jane does secretarial work. (she)
- F. Mrs. Kent lives in town. (she)
- M. The watch is slow. (it)
- M. Those people believe everything you tell them. (they)
- F. Mike and John are on the team. (they)
- F. You and I will help the committee. (we)
- M. This clock has an alarm. (it)
- M. The plane leaves at 7 sharp. (it)
- F. The students ride the bus to school. (they)
- F. A pound of coffee costs 79 cents. (it)

M. Listen:

- | | | | |
|---------|--------------|------------------|------------|
| F. Bill | M. she | F. Fred and Bill | F. The bus |
| M. he | F. You and I | M. they | M. it |
| F. Mary | M. we | | |

F. Now you say the pronoun for these words:

- | | | |
|------------------|------------------|---------------|
| F. Bill | M. Mrs. Jones | F. The room |
| F. Mary | M. The young boy | F. Bill White |
| F. You and I | M. The lady | F. The buses |
| F. Fred and Bill | M. The women | F. The trains |
| F. The bus | M. My friend | F. The bus |
| F. The clock | M. The plumber | F. The train |

- | | | |
|---------------------------|-----------------------|-----------------------|
| F. Mary and I | M. Your mother | F. My job |
| F. You students | M. The children | F. The game |
| F. The ball players | M. Your friend | F. You students |

F. Listen:

- | | |
|---|----------------|
| F. Does Fred speak English? | M. (Spanish) |
| M. No, he doesn't. He speaks Spanish. | |
| F. Does Mrs. Smith live in town? | M. (on a farm) |
| M. No, she doesn't. She lives on a farm. | |
| F. Does the room have T.V.? | M. (radio) |
| M. No, it doesn't. It has a radio. | |
| F. Does Joe know their son? | M. (daughter) |
| M. No, he doesn't. He knows their daughter. | |

F. Now you answer:

- | | |
|---------------------------------------|------------------------|
| M. Does Fred speak English? | F. (Spanish) |
| M. Does Mrs. Smith live in town? | F. (On a farm) |
| M. Does the room have T.V.? | F. (radio) |
| M. Does Joe know their son? | F. (daughter) |
| M. Does that farmer grow fruit? | F. (vegetables) |
| F. Does Barbara like to do housework? | M. (cook) |
| F. Does Jack walk to school? | M. (home) |
| F. Does John want to be a marine? | M. (soldier) |
| F. Does the plane arrive at 3? | M. (five-thirty) |
| F. Does the car have six cylinders? | M. (eight) |

M. The "th" sound-review drill.

Listen and repeat the following *two times*.

- | | |
|-----------------------------|-------|
| F. thread and thimble | ..... |
| F. thick or thin thumbs | ..... |
| F. this or that leather | ..... |
| M. three times thirty three | ..... |
| M. these three thimbles | ..... |
| M. both Ruth and Beth | ..... |

F. Listen and repeat:

- | | |
|---|-------|
| M. Good health is better than wealth. | ..... |
| M. Where there's a will, there's a way. | ..... |

- F. Think the truth; speak the truth; act the truth.
- F. I think I have a thorn in my thumb.
- M. Don't put your thimble in your mouth.
- M. We went through the woods.
- F. Father and mother are both at home.
- F. Thelma lives in the south.
- M. Thursday will be my birthday.
- M. Brother goes north on the ninth or tenth of this month.
- M. Thank you for this thoughtful present.
- F. Father tied a thread around his thumb.
- F. Wealth without health is hardly worth anything.
- F. Mother broke her tooth biting threads.
- M. The thirsty land seemed thankful for the rain.
- M. We thought of this thing and that thing and many other things.
- F. The habit of looking at the bright side of things.
- F. Is better than an income of a thousand dollars.
- F. The habit of looking at the bright side of things.
- M. Is better than an income of a thousand dollars.

F. Listen:

- | | | |
|----------------------|-------------------------|---------|
| M. I have a book. | F. I have my book. | (my) |
| M. You have a book. | F. You have your book. | (your) |
| M. They have a book. | F. You have their book. | (their) |
| M. She has a book. | F. She has her book. | (her) |

M. Now you use the possessive pronoun:

- | | |
|------------------------------|------------------|
| F. I have a book. | F. (my) |
| F. You have a book. | F. (your) |
| F. They have a book. | F. (their) |
| F. She has a book. | F. (her) |
| F. He has a book. | F. (his) |
| M. You and I have a book. | M. (our) |
| M. We have a book. | M. (our) |
| M. Bill has a book. | M. (his) |
| M. Mary has a book. | M. (her) |
| M. Tom and Bill have a book. | M. (their) |

F. Listen:

- M. The plane lost a wheel.
- M. The school is proud of the team.
- M. The car is leaking gas.
- M. The boat is lowering the anchor.

- F. The plane lost its wheel.
- F. The school is proud of its team.
- F. The car is leaking its gas.
- F. The boat is lowering its anchor.

M. Now you use the possessive "its."

- F. The plane lost a wheel.
- F. The school is proud of the team.
- F. The car is leaking gas.
- M. The boat is lowering the anchor.
- M. The story has a hero.

F. Listen:

- M. Did you see Bill?
- M. Did you forget your glasses?
- M. Did she eat her lunch?
- M. Did you write to Ruth?
- M. Did you see the movie?

- F. Yes, I saw him.
- F. Yes, I forgot them.
- F. Yes, she ate it.
- F. Yes, I wrote to her.
- F. Yes, I saw it.

M. Now you answer with an objective pronoun:

- F. Did you see Bill?
- F. Did you forget your glasses?
- F. Did she eat her lunch?
- F. Did you write to Ruth?
- M. Did you see the movie?
- M. Did you keep the appointment?
- M. Did you phone your folks?
- M. Did you take the exam?
- F. Did you meet his parents?
- F. Did you make that lamp?
- M. Did you know Tom Clark?
- M. Did you understand that teacher?
- F. Did you look for Mary and me?
- M. Did you find your sister?
- F. Did you buy that radio?

- M. (him)
- M. (them)
- M. (it)
- M. (her)
- F. (it)
- F. (it)
- F. (them)
- F. (it)
- M. (them)
- M. (it)
- F. (him)
- F. (him)
- M. (you)
- F. (her)
- M. (it)

M. Listen and repeat:

- F. I think mother will arrive about three-thirty.
- F. Martha is more thrifty than Beth.
- M. First they are here and then they are there.
- M. Clean your teeth and wash your mouth thoroughly.

(pause)

- F. Thirty thousand thoughtless boys
- F. Thought they'd make a thundering noise
- F. Thirty thousand thoughtless boys
- F. Thought they'd make a thundering noise
- F. So with thirty thousand thumbs
- F. They thumped on thirty thousand drums.
- F. So with thirty thousand thumbs
- F. They thumped on thirty thousand drums.

M. The "ng" sound, review drill.

M. Listen and repeat:

- F. Monday morning we began training.
- F. The child came running along crying.
- M. Long, long ago when the world was young.
- M. The animals held a meeting to elect a king.
- M. Long, long ago when the world was young, the animals held a meeting to elect a king.
- M. Long, long ago when the world was young, the animals held a meeting to elect a king.
- F. Hanging out his tongue and panting.
- F. Is a dog's way of sweating.
- F. Hanging out his tongue and panting is a dog's way of sweating.
- F. Hanging out his tongue and panting is a dog's way of sweating.
- M. Weeping and screaming can bring back nothing.

F. This ends the lesson.

F. Tape S-10-V

IRREGULAR VERBS: PAST

Pronunciation review drills

The "th" sound.

F. Listen:

M. begin	F. began	M. has	F. had
M. is	F. was	M. have	F. had
M. buy	F. bought	M. know	F. knew
M. come	F. came	M. lose	F. lost
M. cost	F. cost	M. make	F. made
M. do	F. did	M. meet	F. met
M. drink	F. drank	M. put	F. put
M. drive	F. drove	M. read	F. read
M. eat	F. ate	M. ride	F. rode
M. feel	F. felt	M. ring	F. rang
M. find out	F. found out	M. say	F. said
M. forget	F. forgot	M. see	F. saw
M. get	F. got	M. sit down	F. sat down
M. get up	F. got up	M. sleep	F. slept
M. take	F. took	M. speak	F. spoke
M. teach	F. taught	M. spend	F. spent
M. tell	F. told	M. understand	F. understood
M. think	F. thought	M. wear	F. wore
M. give	F. gave	M. write	F. wrote
M. go	F. went		

F. Listen and repeat:

M. begin	F. began	F. We began to study.
M. buy	F. bought	F. He bought a new coat.
M. come	F. came	F. Mary came home at 7.
M. cost	F. cost	F. My watch cost \$25.
M. do	F. did	F. He did all of his work.
M. drink	F. drank	F. We drank a cup of coffee.
M. drive	F. drove	F. John drove his car to work.
M. eat	F. ate	F. She ate lunch downtown.
F. feel	M. felt	M. I felt fine yesterday.
F. find out	M. found out..	M. She found out about it last night.
F. forget	M. forgot	M. I forgot her name.
F. get	M. got	M. She got a cake yesterday.
F. give	M. gave	M. She gave her homework to the teacher.
F. go	M. went	M. They went to Chicago last year.

F. have	M. had	M. I had a good idea.
F. know	M. knew	M. Harold knew his lesson.
F. lose	M. lost	M. I lost my notebook.
F. make	M. made	M. My mother made the beds.
F. meet	M. met	M. She met him in Texas.
F. put	M. put	M. I put your letters on the desk.
F. read	M. read	M. We read a good book in the library.
F. ride	M. rode	M. John rode to work with Tom.
F. ring	M. rang	M. The telephone rang several times.
F. say	M. said	M. He said he was coming.
F. see	M. saw	M. I saw John downtown yesterday.
F. sit down....	M. sat down....	M. The teacher sat down in front of the class.
F. sleep	M. slept	M. He slept until 7 o'clock.
F. speak	M. spoke	M. Mr. Jones spoke to me.
F. spend	M. spent	M. We spent all our money.
F. take	M. took	M. They took an examination in English.
F. teach	M. taught	M. Mrs. Smith taught Spanish to her son.
F. tell	M. told	M. He told me the answer.
F. think	M. thought	M. She thought she wanted to go.
F. understand	M. understood	M. I understood every word.
F. wear	M. wore	M. I wore my new blue tie.
F. write	M. wrote	M. She wrote to me last week.

M. Now I'll give you the present and you make a sentence in the past and add the word "yesterday."

For example:

M. begin	F. I began my lesson yesterday.
M. is	F. He was here yesterday.
M. buy	F. She bought it yesterday.

M. Now you make a sentence and add "yesterday."

M. begin	F. get	M. make
M. is	F. get up	M. meet
M. buy	F. take	M. put
M. come	F. teach	M. read
M. cost	F. tell	M. ride

M. do	F. think	M. ring
M. drink	F. give	M. say
M. drive	F. go	M. see
M. eat	F. have	M. say
M. drive	F. go	M. sit down
M. feel	F. has	M. sleep
M. find out	F. know	M. speak
M. forget	F. lose	M. spend
M. understand	F. wear	M. write

F. Listen:

M. I didn't get up early today.

F. I didn't get up early today, but I got up early yesterday.

M. I didn't go to school today.

F. I didn't go to school today, but I went to school yesterday.

M. Now you finish the sentences:

F. I didn't get up early today.

M. (got up)

F. I didn't go to school today.

M. (went)

F. I didn't see Mary today.

M. (saw)

F. I didn't wake up early today.

M. (woke up)

F. I didn't drink anything today.

M. (drank)

M. I didn't take anything today.

F. (took)

M. I didn't write anything today.

F. (wrote)

M. I didn't drive today.

F. (drove)

M. I didn't speak to him today.

F. (spoke)

M. I didn't meet her today.

F. (met)

M. I didn't eat breakfast today.

F. (ate)

M. 'th' drill — listen and repeat:

F. thin - sin

M. tense - tenth

F. thick - sick

M. mouth - mouse

F. mouse - mouth

M. myth - miss

F. miss - myth

M. path - pass

F. Z - thee

M. thee - Z

F. whiz - with

M. with - whiz

F. breeze - breathe

M. breathe - breeze

F. bays - bathe

M. bathe - bays

M. Listen:

- F. Did you begin the lesson?
- F. Did Bill come here?
- F. Did you buy that radio?

- M. Yes, I began the lesson last week.
- M. Yes, he came here last week.
- M. Yes, I bought it last week.

F. Now you answer with "yes" and "last week."

- | | |
|----------------------------------|----------------------|
| M. Did you begin the lesson? | F. (began) |
| M. Did Bill come here? | F. (came) |
| M. Did you buy that radio? | F. (bought) |
| M. Did you do any shopping? | F. (did) |
| M. Did you drive to the city? | F. (drove) |
| M. Did you eat in town? | F. (ate) |
| M. Did you feel ill? | F. (felt) |
| M. Did you find out his address? | F. (found out) |
| F. Did you tell him about it? | M. (told) |
| F. Did you lose your watch? | M. (lost) |
| F. Did you meet Mr. White? | M. (met) |
| F. Did you speak to Ruth? | M. (spoke) |
| F. Did you spend your money? | M. (spent) |
| F. Did you wear your new coat? | M. (wore) |
| F. Did you write home? | M. (write) |

F. Now I'll give the answers, you ask the questions.

For example:

- | | |
|------------------------------|------------|
| F. Yes, I began the lesson. | |
| M. Did you begin the lesson? | F. (begin) |
| F. Yes, Bill came here. | |
| M. Did Bill come here? | F. (come) |

F. Now you ask the question:

- | | |
|------------------------------|-------|
| M. Yes, I began the lesson. | ..... |
| M. Yes, Bill came here. | ..... |
| M. Yes, I bought the radio. | ..... |
| M. Yes, I did some shopping. | ..... |

M. Yes, I drove to the city.

M. Yes, I ate in town.

M. Yes, I felt ill.

F. Yes, I found out his address.

F. Yes, I told him about it.

F. Yes, I lost my watch.

F. Yes, I met Mr. White.

F. Yes, I spoke to Ruth.

F. Yes, I spent my money.

F. Yes, I wore my new coat.

F. Yes, I wrote home.

M. Listen:

M. begin	F. began
M. is	F. was
M. buy	F. bought

M. Now you give the past. Work fast. This will be rapid.

M. begin	F. get up	F. put
M. is	F. take	F. read
M. buy	F. teach	F. ride
M. come	M. tell	F. ring
M. cost	M. think	F. say
M. do	M. give	F. see
M. drink	M. go	M. sit down
M. drive	M. have	M. sleep
F. eat	M. has	M. speak
F. feel	M. know	M. spend
F. find out	M. lose	M. understand
F. forget	F. make	M. wear
F. get	F. meet	M. write

F. This ends the lesson.

LANDING OF THE PILGRIM FATHERS

by Felician Hemans

(1793-1835)

The breaking waves dashed high
On the stern and rock-bound coast,
And the woods, against a stormy sky,
Their giant branches tossed;

And the heavy night hung dark
The hills and waters o'er,
When a band of exiles moored their bark
On the wild new England shore.

Not as the conqueror comes,
They, the true-hearted, came:
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear —
They shook the depths of the desert's gloom
With their hymns of lofty cheer.

Amidst the storm they sang,
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free!

The ocean-eagle soared
From his nest by the white wave's foam,
And the rocking pines of the forest roared:
This was their welcome home!

There were men with hoary hair
Amidst the pilgrim band;
Why have they come to wither there,
Away from their childhood's land?

There was woman's fearless eye,
Lit by her deep love's truth;
There was manhood's brow, serenely high,
And the fiery heart of youth.

What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war?
They sought the faith's pure shrine!

Aye, call it holy ground,
The soil where first they trod!
They have left unstained what there they found;
Freedom to worship God.

NINTH WEEK ENRICHMENT

NOVEMBER — THE STORY OF THE MONTH

NOVEMBER, chill and gray, was named by the Romans from the Latin word novem, or nine, because at first it was the ninth month. The number of days in the month was not finally settled until the time of Augustus. Since then it has had thirty days. The November birthstone is topaz and the flower is the chrysanthemum. The Presidential election occurs once every four years in November. Since the end of World War I, Armistice Day has been celebrated in November. Now, we call Armistice Day by another name — Veterans' Day. The great holiday for the United States is Thanksgiving Day.

FAMOUS NOVEMBER BIRTHDAYS

Daniel Boone	Warren G. Harding	James K. Polk
Andrew Carnegie	Martin Luther	Robert Louis Stevenson
George Eliot	Ignace Jan Paderewski	Zachary Taylor
James A. Garfield	Franklin Pierce	Mark Twain

GREAT NOVEMBER EVENTS

Vasco de Gama rounded the Cape of Good Hope in 1497
The United States Marine Corps was founded in 1775
The Battle of Tippecanoe took place in 1811
Lincoln delivered the Gettysburg Address in 1863
The Suez Canal was officially opened in 1869
The Canadian Pacific Railway was completed in 1885
Admiral Byrd's expedition reached the South Pole in 1929

SEASONAL MATERIAL—THANKSGIVING
HOW INDIAN CORN CAME INTO THE WORLD

An Ojibway Legend

By Henry R. Schoolcraft (Adapted)

Long, long ago, in a beautiful part of this country, there lived an Indian with his wife and children. He was poor and found it hard to provide food enough for his family. But though needy he was kind and contented, and always gave thanks to the Great Spirit for everything that he received. His eldest son, Wunzh, was likewise kind and gentle and thankful of heart, and he longed greatly to do something for his people.

The time came that Wunzh reached the age when every Indian boy fasts so that he may see in a vision the Spirit that is to be his guide through life. Wunzh's father built him a little lodge apart, so that the boy might rest there undisturbed during his days of fasting. Then Wunzh withdrew to begin the solemn rite.

On the first day he walked alone in the woods looking at the flowers and plants, filling his mind with the beautiful images of growing things so that he might see them in his night-dreams. He saw how the flowers and herbs and berries grew, and he knew that some were good for food, and that others healed wounds and cured sickness. And his heart was filled with even a greater longing to do something for his family and his tribe.

"Truly," thought he, "the Great Spirit made all things. To Him we owe our lives. But could He not make it easier for us to get our food than by hunting and catching fish? I must try to find this out in my vision."

So Wunzh returned to his lodge and fasted and slept. On the third day he became weak and faint. Soon he saw in a vision a young brave coming down from the sky and approaching the lodge. He was clad in rich garments of green and yellow colors. On his head was a tuft of nodding green plumes, and all his motions were graceful and swaying.

"I am sent to you, O Wunzh," said the sky-stranger, "by that Great Spirit who made all things in sky and earth. He has seen your fasting and knows how you wish to do good to your people, and that you do not seek for strength in war nor the praise of warriors. I am sent to tell you how you may do good to your kindred. Arise and wrestle with me, for only by overcoming me may you learn the secret."

Wunzh, though he was weak from fasting, felt courage grow in his heart, and he arose and wrestled with the stranger. But soon he became weaker and exhausted, and the stranger, seeing this, smiled gently on him and said: "My friend, this is enough for once, I will come again tomorrow." And he vanished as suddenly as he had appeared.

The next day the stranger came, and Wunzh felt himself weaker than before; nevertheless he rose and wrestled bravely. Then the stranger spoke a second time. "My friend," he said, "have courage! Tomorrow will be your last trial." And he disappeared from Wunzh's sight.

On the third day the stranger came as before, and the struggle was renewed. And Wunzh, though fainter in body, grew strong in mind and will, and he determined to win or perish in the attempt. He exerted all his powers, and, lo! in a while, he prevailed and overcame the stranger.

"O Wunzh, my friend," said the conquered one, "you have wrestled manfully. You have met your trial well. To-morrow I shall come again and you must wrestle with me for the last time. You will prevail. Do you then strip off my garments, throw me down, clean the earth of roots and weeds, and bury me in that spot. When you have done so, leave my body in the ground. Come often to the place and see whether I have come to life, but be careful not to let weeds or grass grow on my grave. If you do all this well, you will soon discover how to benefit your fellow creatures." Having said this, the stranger disappeared.

In the morning Wunzh's father came to him with food. "My son," he said, you have fasted long. It is seven days since you have tasted food and you must not sacrifice your life. The Master of Life does not require that."

"My father," replied the boy, "wait until the sun goes down tomorrow. For a certain reason I wish to fast until that hour."

"Very well," said the old man, "I shall wait until the time arrives when you feel inclined to eat." And he went away.

The next day, at the usual hour, the sky stranger came again, and though Wunzh had fasted seven days, he felt a new power arise within him. He grasped the stranger with superhuman strength, and threw him down. He took from him his beautiful garments, and, finding him dead, buried him in the softened earth, and did all else as he had been directed.

He then returned to his father's lodge, and partook sparingly of food. There he abode for some time. But he never forgot the grave of his friend. Daily he visited it, and pulled up the weeds and grass, and kept the earth soft and moist. Very soon, to his great wonder, he saw the tops of green plumes coming through the ground.

Weeks passed by, the summer was drawing to a close. One day Wunzh asked his father to follow him. He led him to a distant meadow. There, in the place where the stranger had been buried, stood a tall and graceful plant, with bright-colored, silken hair, and crowned by nodding green plumes. Its stalk was covered with waving leaves, and there grew from its sides clusters of milk-filled ears of corn, golden and sweet, each ear closely wrapped in its green husks.

"It is my friend!" shouted the boy joyously; "it is Mondawmin, the Indian Corn! We need no longer depend on hunting, so long as this gift is planted and cared for. The Great Spirit has heard my voice and has sent us this food."

Then the whole family feasted on the ears of corn and thanked the Great Spirit who gave it. So Indian Corn came into the world.

THANKSGIVING

Joy is in the parlor,
Fun in on the stair,
Bustle in the kitchen,
Odors in the air!

Laughter in each dimple,
Smile in every eye!
Happy little maiden,
Can you tell me why?

Oh, 'tis glad Thanksgiving
Joy of all the year,
Nothing half so happy,
Nothing half so dear!

Song and sport and pleasure
Make the moments fly,
Happy hearts are thankful;
That's the reason why.

THANKSGIVING

As little Jackie Squirrel
Looked out one Autumn day,
He saw old Mrs. Turkey,
Who chanced to pass that way.

"She looks quite fine," said Jackie
"But I believe somehow;
I'd rather be a squirrel
Than any bird just now!"

—Mrs. Cecil Trout Blancke

THANKSGIVING DAY

Upon our fields of corn and grain
Made ripe by earth and wind and rain,
The same sun shines that made them glad,
Each little Pilgrim lass and lad.

Long, long ago the Pilgrims bent
Their heads to thank the God who sent
The harvest ripened by the sun,
The evening rest when day was done.

And they who bowed their heads above
The feast made fair by work and love,
Passed on to us the grace to give
Our thanks to Him who made us live.

THANKSGIVING HYMN

For flowers that bloom about our feet,
For tender grass, so fresh and sweet,
For song of bird and hum of bee,
For all things fair we hear or see . . .
Father in Heaven, we thank Thee!

For blue of stream and blue of sky,
For pleasant shade of branches high,
For fragrant air and cooling breeze,
For beauty of the blooming trees . . .
Father in Heaven, we thank Thee!

For mother-love and father-care,
For brothers strong and sisters fair,
For love at home and here each day,
For guidance, lest we go astray,
Father in Heaven, we thank Thee!

For this new morning with its light,
For rest and shelter of the night,
For health and good, for love and friends,
For ev'rything His goodness sends,
Father in Heaven, we thank Thee!

—Author Unknown

THANKSGIVING DAY

Over the river and through the wood,
To Grandfather's house we go;
The horse knows the way
To carry the sleigh
Through the white and drifted snow.

Over the river and through the wood . . .
Oh, how the wind does blow!
It stings the toes
And bites the nose,
As over the ground we go.

Over the river and through the wood,
To have a first-rate play.
Hear the bells ring,
"Ting-a-ling-ding!"
Hurrah for Thanksgiving Day!

Over the river and through the wood,
Trot fast, my dapple-gray!
Spring over the ground,
Like a hunting hound!
For this is Thanksgiving Day.

Over the river and through the wood,
And straight through the barn-yard gate.
We seem to go
Extremely slow, . . .
It is so hard to wait!

Over the river and through the wood . . .
Now Grandmother's cap I spy!
Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin-pie!

—L. Maria Child



COYOTE AND CROW

One day Coyote was out walking. He saw Crow. Crow was holding his hat under his foot.

"What is under your hat?" asked Coyote.

"I have a bluebird under my hat," said Crow. "Will you hold it for me a little while?" asked Crow. "I will hold it," said Coyote.

"Don't look under it," said Crow. "Don't let the bluebird get away."

"I will hold it," said Coyote. "I will hold it until you get back."

Crow flew away. He flew behind a rock. He could see Coyote, but Coyote could not see him.

Coyote looked all around. He did not see Crow. He looked at the hat. "A bluebird," he thought. "A nice bluebird. Crow is gone. I'll eat the bluebird." He looked around again.

He raised the hat carefully. He grabbed — but it wasn't a bluebird. It was a cactus.

"Caw, caw, caw," said Crow from the top of the rock.

Coyote was angry. He sat down to pick the thorns out of his foot. "Caw, caw, caw," said Crow again and flew away.

THE SPIRIT OF THE CORN

An Iroquois Legend

By Harriet M. Converse (Adapted)

There was a time, says the Iroquois grandmother, when it was not needful to plant the cornseed nor to hoe the fields, for the corn sprang up of itself, and filled the broad meadows. Its stalks grew strong and tall, and were covered with leaves like waving banners, and filled with ears of pearly grain wrapped in silken green husks.

In those days Onatah, the Spirit of the Corn, walked upon the earth. The sun lovingly touched her dusky face with the blush of the morning, and her eyes grew soft as the gleam of the stars on dark streams. Her night-black hair was spread before the breeze like a wind-driven cloud.

As she walked through the fields, the corn, the Indian maize, sprang up of itself from the earth, and filled the air with its fringed tassels and whispering leaves. With Onatah walked her two sisters, the Spirits of the Squash and the Bean. As they passed by, squash-vines and bean-plants grew from the corn-hills.

One day Onatah wandered away alone in search of early dew. Then the Evil One of the earth, Hahgwehdaetgah, followed swiftly after. He grasped her by the hair and dragged her beneath the ground down to his gloomy cave. Then, sending out his fire-breathing monsters, he blighted Onatah's grain. And when her sisters, the Spirits of the Squash and the Bean, saw the flame-monsters raging through the fields, they flew far away in terror.

As for poor Onatah, she lay a trembling captive in the dark prison-cave of the Evil One. She mourned the blight of her cornfields, and sorrowed over her runaway sisters.

"O warm, bright sun!" she cried, "if I may walk once more upon the earth, never again will I leave my corn!"

And the little birds of the air heard her cry, and winging their way upward they carried her vow and gave it to the sun as he wandered through the blue heavens.

The sun, who loved Onatah, sent out many searching beams of light. They pierced through the damp earth, and entering the prison-cave, guided her back again to her fields.

And ever after that she watched her fields alone, for no more did her sisters, the Spirits of the Squash and Bean, watch with her. If her fields thirsted, no longer could she seek the early dew. If the flame-monsters burned her corn, she could not search the skies for cooling winds. And when the great rains fell and injured her harvest, her voice grew so faint that the friendly sun could not hear it.

But ever Onatah tenderly watched her fields and the little birds of the air flocked to her service. They followed her through the rows of corn, and made war on the tiny enemies that gnawed at the roots of the grain.

And at harvest-time the grateful Onatah scattered the first gathered corn over her broad lands, and the little birds, fluttering and singing, joyfully partook of the feast spread for them on the meadow-ground.

HOME

Above the towering lands
Weeds and brush grow for sheep and horses;
Far away, across the desert, the mesa sleeps ...
Image of a man with his arms across his body,
sleeps.

Below, the canyon trees,
Waving their limbs in the cool breeze.
A ribbon winding through the fields,
And through the Navajo Village.
Along side the ribbon
Flowers are waving before rows of towering
trees.

Fields of corn,
Fields of watermelon
Rows and rows of ripe grapes,
Fields of orchard crops;
Navajo hogans scattered
Here and there —
Men busy working here and there,
Children busy at their play
Busy like bees fixing their hive.
This is home, yes,
This is where I was born.

—Oscar Maloney
Intermountain School

FOOD has always been a very important part of our celebration of Thanksgiving. Have the students make a Thanksgiving menu. After this has been done, discuss the contrasting tastes, colors, textures and smells of a variety of foods. Some of the descriptive words would be:

sweet - sour
sweet - bitter
rough - smooth
hard - soft
dry - moist, wet
tough - tender
crispy - soggy
fat - lean
heavy - light

hot (heated)
hot (flavored)
stringy
slippery
grainy
chewy
sticky
greasy
crunchy

Colors—Flavors
red—cherry, strawberry
orange—orange
green—lime
yellow—lemon
black—licorice
brown—chocolate
white—vanilla
purple—grape

It will be necessary to make sure the students know the meanings of some of the above words. There are other descriptive words which can be added to the list. See how many the students can give to you; add these to the list. They can be reviewed from time to time. You will also find that these words contain many of the sounds we are studying.

ONE extension of this lesson can include such idiomatic expressions as:

"sticks to your ribs"	"sweet as honey"
"an apple a day"	"My mouth is watering."
"Bread is the staff of life."	"green as grass"
"sour as a pickle"	

IF I WERE A PILGRIM CHILD

If I were a Pilgrim child,
 Dressed in white or gray
 I should catch my turkey wild
 For Thanksgiving Day.
 I should pick my cranberries
 Fresh from out a bog,
 And make a table of a stump
 And sit upon a log.
 An Indian would be my guest
 And wear a crimson feather,
 And we should clasp our hands and say
 Thanksgiving grace together.
 But I was born in modern times
 And shall not have this joy.
 My cranberries will be delivered
 By the grocery boy.
 My turkey will be served upon
 A shining silver platter.
 It will not taste as wild game tastes
 Though it will be much fatter;
 And, oh, of all the guests that come
 Not one of them will wear
 Moccasins upon his feet
 Or feathers in his hair!

—Rosena Bennett

BE THANKFUL UNTO HIM

The Bible: Psalm 100

Make a joyful noise unto the Lord, all ye lands.
 Serve the Lord with gladness!
 Come before His presence with singing!
 Know ye that the Lord He is God:
 It is He that hath made us, and not we ourselves;
 We are his people, and the sheep of his pasture.
 Enter into His gates with thanksgiving, and into
 His courts with praise!
 Be thankful unto Him, and bless His name.
 For the Lord is good;
 His mercy is everlasting;
 And His truth endureth to all generations.



THE SOUND OF /n/

PRACTICE WORDS:

one	new	bend	men	noon	ninth
gone	wins	sound	ninety	wonder	never
kilns	bronzed	open	spoken	plowman	running
Persian	wanton	urchin	ribbon	wagon	cannon
nuisance	saffron	million	heathen	listen	frozen
eaten	garden	earthen	ashen	vision	soften
heaven					

PRACTICE VERSES FOR /n/:

NICK THE NEEDLE

Nick the needle has a sharp, shining nose;
In and out and out and in he goes,
Weaving, bobbing, darning, sewing.
This is the way we mend our clothes.

WHAT A NOSE CAN DO

Now no one knows what a nose can do, a nose can do, a nose can do,
Now one knows what a nose can do,
But I know, I know, I know, I know, (Do you)?
A naughty nose runs,
A haughty nose sniffs,
A sneezy nose blows,
And a nice nose smells a rose.
Now everyone knows what a nose can do, a nose can do, a nose can do,
Now everyone knows what a nose can do,
You know, you know, you know, you know, you know, (Don't you)?

NANNY THE NANNY GOAT

Oh, Nanny is a nanny goat who has two ears so long.
She never goes to town at night without her bonnet on.
Now if she never goes to town without her bonnet on,
Then no one there will ever know
She has two ears so long;
But when that Nanny's not in town,
Her bonnet she won't wear.
She knows her friends all like her ears.
She knows that they don't care.

* * * * *

"All night have the roses heard
The flute, violin, bassoon;
All night has the casement jessamine stirr'd
To the dancers dancing in tune;
Till a silence fell with the waking bird,
And a hush with the setting moon."

—Tennyson

LANGUAGE LESSON PLANS			FOR LAB I		TENTH WEEK
PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS		
SESSION 1 Provide speaking practice in the use of the past tense of some common irregular verbs. Review practice drills with the /ð/ and /θ/ sounds.	Consider oral and/or written practice with the verbs included in Script S-10-V. Try pattern drills requiring the change from present to past. (The script has a variety of suggested exercises.) Use your own prepared materials from previous lessons. See Speak-Sheet P-5-V.	Repetition of sentences using the past of common irregular verbs; pattern drills changing past to present, and vice-versa; question-answer dialogue using irregular in positive and negative statements. th in minimal pairs. If I Were A Pilgrim Child Old Log House for recording.	Tape S-10-V; Past Tense of Irregular Verbs Pronunciation Review th Speak-Sheet S-1-V If I Were A Pilgrim Child Old Log House		
SESSION 2 Provide speaking practice using "ed" verb endings: /t/ /d/ /id/ sounds Review past tense of common irregular verbs.	Use your previously prepared materials for "ed" endings. Script S-12-V includes suggestions for patterns and vocabulary.	Pronunciation drills: final "ed" (/t/ /d/ /id/); question-answer patterns involving the "ed," as in helped, seemed, decided; listening discrimination exercises; changing of present to past of common "ed" irregular verbs. Review Paul Revere with model tape and independent recording.	Tape S-12-V; Past Tense of Irregular Verbs Final "ed" sounds Speak-Sheet S-12-V Paul Revere's Ride (model tape)		
SESSION 3 Teach the future tense with "going to." Teach the /kl/ sound, as in clean, clothes. Provide practice with breakfast dialogue.	The /kl/ sound needs articulation help to distinguish the sound from the Navajo /t/. Consider introducing the lesson with listening practice that will provide discrimination between the /t/ and /kl/. Script S-13-V has suggestions. And Speak-Sheet S-13-V. English This Way #2 has appropriate exercises.	Sample dialogue for ordering breakfast; dialogue participation using "going to" ordering breakfast; contrasting sounds between the Navajo /t/ and the English /kl/ (tikan-sweet; clean); pronunciation of the /kl/ in initial and medial positions; repetition of sentence involving /kl/.	Tape S-13-V; Breakfast Dialogue "going to" /kl/ sound. Speak-Sheet S-13-V Hiawatha (model tape)		

Week's Lessons Follow

M. Tape S-12-V

PRONUNCIATION—Final 'ed' verb endings

Past Tense Review

M. Listen:

- F. I studied the lesson last night.
M. Did you study the lesson last night?
F. He repeated the words last night.
M. Did he repeat the words last night?
F. We asked many questions last night.
M. Did we ask many questions last night?

F. Now you ask:

- M. I studied the lesson last night.
M. He repeated the words last night.
M. We asked many questions last night.
M. You listened to the radio last night.
M. Fred helped me with my homework last night.
F. Bob talked to her teacher last night.
F. She found out about it last night.
F. I had a good time last night.
F. Harold knew his lesson last night.
F. She gave her homework to Mary last night.
F. John drove his car to work last night.

M. Listen:

- F. I studied the lesson last night.
M. I didn't study the lesson last night.
F. We asked many questions last night.
M. We didn't ask many questions last night.

F. Now you make the following sentences negative:

- M. I studied the lesson last night. (didn't study)
M. He repeated the words last night. (didn't repeat)
M. We asked many questions last night. (didn't ask)
F. You listened to the radio last night. (didn't listen)
F. Bob talked to his teacher last night. (didn't talk)
M. She found out about it. (didn't find out)
M. I had a good time. (didn't have)

- M. He bought a paper. (didn't buy)
- F. They left early. (didn't leave)
- F. We forgot about it. (didn't forget)
- F. Tom drove to town. (didn't drive)
- M. He brought his identification. (didn't bring)
- M. We spoke to his family. (didn't speak)
- M. She met Ruth. (didn't meet)

F. The past of the following verbs end with a "t" sound, as in *wished, watched, stopped*.

- | | | |
|------------------|------------------|------------------|
| M. wished | F. laughed | M. helped |
| M. watched | F. passed | M. packed |
| M. stopped | F. washed | M. coughed |
| M. liked | F. reached | M. missed |

F. The past of the following verbs end with a "d" sound, as in *raised, lived, robbed*.

F. Listen and repeat each one two times:

- | | | |
|------------------|------------------|------------------|
| M. changed | F. learned | M. changed |
| M. raised | F. showed | M. cared |
| M. lived | F. stayed | M. called |
| M. robbed | F. used | |
| M. seemed | M. burned | |

F. The past of the following verbs end in ed, as in *wanted, waited, seated, noted*.

F. Listen and repeat twice:

- | | | |
|-----------------|------------------|-------------------|
| M. wanted | F. lighted | M. loaded |
| M. waited | F. painted | M. decided |
| M. seated | F. needed | M. attended |
| M. noted | F. mended | M. repeated |

F. Listen: the final 't' sound.

- | | |
|----------|---|
| M. Like | F. I liked him then, but I don't like him now. |
| M. Watch | F. I watched him then, but I don't watch him now. |
| M. Help | F. I helped him then, but I don't help him now. |
| M. Miss | F. I missed him then, but I don't miss him now. |

M. Now you answer:

- F. like
- F. watch

- F. help
- F. miss
- M. work with
- M. laugh at
- M. talk to
- M. look at

F. Listen: The final 'd' sound.

- M. Believe F. He believed it then, but he doesn't believe it now.
- M. Change F. He changed it then, but he doesn't change it now.
- M. Learn F. He learned it then, but he doesn't learn it now.

M. Now you answer:

- F. believe
- F. change
- F. learn
- F. use
- M. raise
- M. burn
- M. call
- M. telephone
- M. show

- M. Need F. She needed it yesterday, she doesn't need it anymore.
- M. Want F. She wanted it yesterday, she doesn't want it anymore.
- M. Light F. She lighted it yesterday, she doesn't light it anymore.
- M. Decide F. She decided it yesterday, she doesn't decide it anymore.
- M. Repeat F. She repeated it yesterday, she doesn't repeat it anymore.

M. Now you answer:

- F. need
- F. want
- F. light
- M. decide
- M. repeat
- M. mend
- M. start

F. Listen:

M. drive
M. buy
M. do
M. eat

F. I drove it last week.
F. I bought it last week.
F. I did it last week.
F. I ate it last week.

M. Now you answer:

F. drive
F. buy
F. do
F. eat
M. forget
M. take
M. read
F. ride
F. say
F. bring
F. spend
M. make
M. know
M. see
M. have
F. wear
F. write
F. teach
F. tell

M. (drove)
M. (bought)
M. (did)
M. (ate)
F. (forgot)
F. (took)
F. (read)
M. (rode)
M. (said)
M. (brought)
M. (spent)
F. (made)
F. (knew)
F. (saw)
F. (had)
M. (wore)
M. (wrote)
M. (taught)
M. (told)

M. Listen and repeat:

F. I helped him and he thanked me.
F. He liked her and he asked her name.
M. He picked up the cloth and erased the black board.
M. She loved dramatics and always studied hard.
F. I believed you when you called last night.
F. I telephoned you, but he answered.
M. I invited her, but she visited you.
M. He decided he needed to learn English.

- F. I painted the room; mother wanted it green.
 F. Bill visited Tom when he lived in Phoenix.
 M. He started then he stopped.
 M. My mother washed and dried the dishes.

F. Listen:

- | | |
|-----------|-------------|
| M. answer | F. answered |
| M. arrive | F. arrived |
| M. clean | F. cleaned |

M. Now you put the final 'd' sound on the following verbs:

- | | | |
|------------|----------|-----------|
| F. answer | M. drown | F. change |
| F. arrive | M. live | F. call |
| F. clean | M. seem | F. burn |
| F. enjoy | M. drown | F. drown |
| F. listen | M. learn | F. show |
| F. receive | M. use | F. raise |

M. Put a final 't' on the following verbs:

- | | | |
|-----------|----------|----------|
| F. ask | M. walk | F. reach |
| F. cross | M. pass | F. laugh |
| F. finish | M. wash | F. pack |
| F. help | M. miss | F. like |
| F. talk | M. cough | F. cook |

M. Listen:

- | | |
|-----------|------------|
| F. Add | M. Added |
| F. Decide | M. Decided |

F. Now you add the final 'ed' sound:

- | | | |
|-----------|----------|-----------|
| M. add | F. want | M. paint |
| M. decide | F. seat | M. load |
| M. invite | F. note | M. repeat |
| M. start | F. need | M. light |
| M. wait | F. light | M. attend |

F. Listen:

- | | |
|----------|--------------------------------|
| M. drive | F. I drove my car last week. |
| M. know | F. I knew my lesson last week. |
| M. eat | F. I ate downtown last week. |

M. Now you make your own sentence. Put the verb in the past and add "last week."

- | | |
|----------------|---------------------|
| F. drive | M. tell |
| F. know | F. think |
| F. sing | F. understand |
| M. say | F. wore |
| M. take | |

M. This ends the lesson.

M. Tape S-13-V

BREAKFAST DIALOGUE: FUTURE WITH "GOING TO"

Pronunciation Drill, the "kl" sound
Review of irregular verbs with "Did"

F. Listen:

- M. Good morning.
F. Good morning, what are you going to have this morning?
M. I'd like some orange juice, two eggs, bacon, and toast.
F. How do you want your eggs?
M. Scrambled, please.
F. And what do you want to drink? Coffee, tea, or milk?
M. A cup of coffee please, and bring me a glass of water, too.
F. Do you want cream in your coffee?
M. Cream, but no sugar.

M. Listen:

- F. Are you going to have breakfast?
M. Yes, I am. I'm going to have breakfast.
F. Are they going to have toast and coffee?
M. Yes, they are. They're going to have toast and coffee.
F. Is he going to have coffee?
M. Yes, he is. He's going to have coffee.

M. Now you answer with the short and long answer:

- F. Are you going to have breakfast?
- F. Are they going to have toast and coffee?
- F. Is he going to have coffee?
- F. Is she going to have coffee with cream?
- M. Are they going to have bacon and eggs?
- M. Are we going to have coffee?

M. Is she going to have milk?

M. Is he going to have cream in his coffee?

M. Listen:

F. Would you like some coffee?

M. No, thank you. I don't want any coffee.

F. Would you like some tea?

M. No, thank you. I don't want any tea.

F. Would you like some toast?

M. No, thank you. I don't want any toast.

M. Now you answer:

F. Would you like some coffee?

F. Would you like some tea?

F. Would you like some eggs?

M. Would you like some water?

M. Would you like some bacon?

M. Would you like some orange juice?

M. Would you like some butter?

F. Listen:

M. She'd like some coffee, wouldn't she?

F. Yes, she would. She'd like some.

M. He'd like some toast, wouldn't he?

F. Yes, he would. He'd like some.

M. They'd like some bacon, wouldn't they?

F. Yes, they would. They'd like some.

M. Now you answer:

M. She'd like some coffee, wouldn't she?

M. He'd like some toast, wouldn't he?

M. They'd like some bacon, wouldn't they?

M. You'd like some cream, wouldn't you?

F. We'd like some breakfast, wouldn't we?

F. You'd like some orange juice, wouldn't you?

F. She'd like some sugar, wouldn't she?

F. You'd like some milk, wouldn't you?

M. Listen:

- F. Coffee
- F. Water
- F. Two eggs

- M. I'd like some coffee, but he doesn't want any.
- M. I'd like some water, but he doesn't want any.
- M. I'd like two eggs, but he doesn't want any.

F. Now you answer:

- M. Coffee
- M. Water
- M. Two eggs
- M. Toast
- F. Juice
- F. Bread
- F. Sugar
- F. Cream
- F. Bacon

M. Listen:

- F. Does he want some bread?
- M. No, he doesn't want any bread.
- F. Does he want some breakfast?
- M. No, he doesn't want any breakfast.
- F. Does he want some coffee?
- M. No, he doesn't want any coffee.

M. Now you answer:

- F. Does he want some bread?
- F. Does he want some breakfast?
- F. Does he want some coffee?
- M. Does she want some bacon?
- M. Can you eat some bacon?
- M. Can she have cream in her coffee?
- M. Can you eat some toast?
- M. Does she want some milk?

F. Pronunciation Drill. Listen and repeat:

- | | | |
|----------------|-------------------|----------------|
| M. class | F. clothing | F. clock |
| M. clean | M. clown | F. cloud |
| M. club | M. clash | M. ankle |

M. closet	M. clamp	M. uncle
F. close (v)	M. clue	M. buckle
F. close (a)	F. cloak	M. circle
F. climate	F. climb	

F. Listen and repeat:

M. keep - key - clean	F. count - cow - cloud
M. coal - coat - cloak	F. cub - cut - club
M. cot - cost - clock	F. kiss - kit - click
M. cat - cap - clash	F. cold - coat - close
	F. kite - kind - climb

M. Listen and repeat:

F. In this climate you need warm clothing.

F. On a clear day we can climb the mountain.

F. My clean clothes are in the closet.

M. The classroom was closed.

M. The clever pilot climbed above the clouds.

M. In this climate you need warm clothing.

F. On a clear day we can climb the mountain.

M. My clean clothes are in the closet.

F. The classroom was closed.

M. The clever pilot climbed above the clouds.

F. Listen:

M. They ate toast, didn't they?

F. No, they didn't. They didn't eat toast.

M. He drank some milk, didn't he?

F. No, he didn't. He didn't drink any milk.

M. You had some breakfast, didn't you?

F. No, I didn't. I didn't have any breakfast.

M. Now you answer:

F. They ate toast, didn't they?	M. (didn't eat)
F. He drank some milk, didn't he?	M. (didn't drink)
F. You had some breakfast, didn't you?	M. (didn't have)
F. They went to the restaurant, didn't they?	M. (didn't go)
F. You read the menu, didn't you?	M. (didn't read)

- | | |
|---|------------------------------|
| M. You saw the cashier, didn't you? | F. (didn't see) |
| M. You understood the waitress, didn't you? | F. (didn't understand) |
| M. You knew the owner, didn't you? | F. (didn't know) |
| M. You brought your money, didn't you? | F. (didn't bring) |
| M. You drove your car, didn't you? | F. (didn't drive) |

M. Listen:

- F. Did she drink some coffee?
 M. Yes, she did. She drank some.
 F. Did they have some juice?
 M. Yes, they did. They had some.
 F. Did you bring your money?
 M. Yes, I did. I brought it.

F. Now you answer:

- | | |
|-------------------------------------|-----------------------|
| M. Did she drink some coffee? | F. (drank) |
| M. Did they have some juice? | F. (had) |
| M. Did you bring your money? | F. (brought) |
| M. Did you understand the waitress? | F. (understood) |
| F. Did she read the menu? | M. (read) |
| F. Did he drive his car? | M. (drove) |
| F. Did you eat your breakfast? | M. (ate) |
| F. Did you know the manager? | M. (knew) |

F. Listen:

- M. They ate toast, didn't they?
 F. No, they didn't. They didn't eat any.
 M. He drank some milk, didn't he?
 F. No, he didn't. He didn't drink any.
 M. You had some breakfast, didn't you?
 F. No, I didn't. I didn't have any.

M. Now you answer:

- | | |
|--|-------------------------|
| F. They ate toast, didn't they? | M. (didn't eat) |
| F. He drank some milk, didn't he? | M. (didn't drink) |
| F. You had some breakfast, didn't you? | M. (didn't have) |
| F. She read the menu, didn't she? | M. (didn't read) |
| M. You drove the car, didn't you? | F. (didn't drive) |

- M. You knew the manager, didn't you? F. (didn't know)
 M. They understood the waitress, didn't they? F. (didn't understand)
 M. He went to the restaurant, didn't he? F. (didn't go)

M. Listen and repeat:

- F. In this climate you need warm clothing.
 F. On a clear day we can climb the mountain.
 F. My clean clothes are in the closet.
 M. The classroom was closed.
 M. The clever pilot climbed over the clouds.

F. This ends the lesson.

S-12-V

THE FINAL "ED"

Verbs ending in sound "t"

I *helped* him and he *thanked* me.
 He *liked* her and *asked* her name.
 He *picked* up the cloth and *erased* the blackboard.

Verbs ending in sound "d"

She *loved* Spanish and always *studied* hard.
 I *believed* you when you *called* last night.
 I *telephoned* you, but he *answered*.

Verbs ending in sound "id"

I *invited* her but she *visited* you.
 He *decided* he *needed* to learn English.
 I *painting* the room; she *wanted* it green.

"t" "d" "id"

Anne *visited* Bill when he *lived* in Phoenix.
 He *started*, and then he *stopped*.
 My Mother *washed* and *dried* the dishes.

Listen and repeat:

"d"	"t"	"id"
answer - answered	ask - asked	add - added
arrive - arrived	cross - crossed	decide - decided
clean - cleaned	finish - finished	invite - invited
enjoy - enjoyed	help - helped	start - started
listen - listened	talk - talked	wait - waited
receive - received	walk - walked	want - wanted

THE "KL" SOUND, AS IN CLASS

S-13-V

Say each word twice:

class	closet	clip	clock
clean	claim	cloak	clothes
club	claw	clown	click
close	clamp	clash	clan
clear	click	Clyde	
climate	clue	clerk	
clothing	clam	cliff	

Now, try the first two sounds slowly, and the word fast:

kuh-lass, class	kuh-loudy, cloudy	kuh-lock, clock
kuh-lean, clean	kuh-limate, climate	kuh-linic, clinic
kuh-lay, clay	kuh-lothes, clothes	kuh-liff, cliff
kuh-lub, club	kuh-lamp, clamp	kuh-lick, click
kuh-lan, clan	kuh-lear, clear	kuh-lerk, clerk

Can you say these sentences with the KL sound way down in your throat?

On a clear day	On a clear day we can see across the valley.
Warm clothing	In this climate you need warm clothing.
In the closet	My clothes are in the closet.
That clock is slow	I think that clock is slow.
One o'clock	The class ends at one o'clock.
Close the clamp	Can you close the clamp on the locker?
The clubhouse	Was the clubhouse crowded last night?
Climbed the cliff	The rescue squad climbed the cliff.

IF I WERE A PILGRIM CHILD

by Rosena Bennett

If I were a Pilgrim child,
 Dressed in white or gray,
 I should catch my turkey wild
 For Thanksgiving Day.
 I should pick my cranberries
 Fresh from out a bog.
 And make a table of a stump
 And sit upon a log.
 An Indian would be my guest
 And wear a crimson feather,
 And we should clasp our hands and say
 Thanksgiving grace together.

But I was born in modern times
 And shall not have this joy.
 My cranberries will be delivered
 By the grocery boy.
 My turkey will be served upon
 A shining silver platter.
 It will not taste as wild game tastes
 Though it will be much fatter;
 And, oh, of all the guest the come
 Not one of them will wear
 Moccasins upon his feet
 Or feathers in his hair!

OLD LOG HOUSE

On a little green knoll
At the edge of the wood
My great great grandmother's
First house stood.

The house was of logs
My grandmother said
With one big room
And a lean-to shed.

The logs were cut
And the house was raised
By pioneer men
In the olden days.

I like to hear
My grandmother tell
How they built the fireplace
And dug the well.

They split the shingles;
They filled each chink;
It's a house of which
I like to think.

Forever and ever
I wish I could
Live in a house
At the edge of the wood.

TENTH WEEK ENRICHMENT

These verbs add the sound 't' to the base form to make the past tense. Listen and repeat:

BASE FORM	PAST TENSE
help	helped
like	liked
laugh	laughed
practice	practiced
talk	talked
watch	watched
walk	walked
pass	passed

These add the sound 'd':

BASE FORM	PAST TENSE
arrive	arrived
mow	mowed
cry	cried
change	changed
call	called
excuse	excused
listen	listened
show	showed
use	used
open	opened
smile	smiled

These add the sound 'id':

BASE FORM	PAST TENSE
repeat	repeated
visit	visited
want	wanted
wait	waited
rest	rested
seat	seated
remind	reminded

LANGUAGE LESSON PLANS			FOR LAB I		ELEVENTH WEEK
	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS	
SESSION 1	Teach the future tense with "going to." Teach the /kl/ sound, as in <i>clean</i>, <i>clothes</i>. Provide practice with breakfast dialogue.	The /kl/ sound needs articulation help to distinguish the sound from the Navajo /t/. Consider introducing the lesson with listening practice that will provide discrimination between the /t/ and /kl/. Script 13-V has suggestions. Speak-Sheet S-13-V and <i>English This Way</i> #2 have appropriate exercises.	Sample dialogue for ordering breakfast; dialogue participation using "going to" ordering breakfast; contrasting sounds between the Navajo /t/ and the English /kl/ (<i>likan-sweet; clean</i>); pronunciation of the /kl/ in initial and medial positions; repetition of sentences with /kl/ sounds.	Tape S-13-V: <i>Breakfast Dialogue</i> "going to" /kl/ sound Speak-Sheet S-13-V <i>Hiawatha</i> (model)	
SESSION 2	Provide practice with question-answer dialogue. Develop higher standards of oral reading acceptance; develop lower tolerance for students' mispronunciation of the sounds you have taught up to this time.	Provide oral practice requiring more than one-word answers to questions. See <i>Regents I</i> (p. 78) or <i>Regents II</i> (p. 127) for sample drills. Script D-3-V includes suggestions for the kinds of dialogue exchanges in the lesson. Supplementary choral and individual reading excerpts for practice.	Pattern drill dialogue with student partners requiring exchange of question-answer conversation. Dialogues are time of day, cost of items, wearing apparel. Repeat the entire lesson if beneficial. Introduce <i>Landing of The Pilgrim Fathers</i> for Thanksgiving. Future tense and contractions; "going to"; /kl/ and "ed" endings.	Tape D-3-V: <i>Dialogue Participation</i> <i>Landing of the Pilgrim Fathers</i> <i>Regents I</i> and <i>II</i>	
SESSION 3	Teach future tense contractions. Review "going to" with future. Review pronunciation: the /kl/ and final "ed" (/t/ /d/ /id/)	Provide oral and/or written practice involving future tense with "going to" and contractions. See <i>Regents I</i>, p. 97, 98, 99 for suggestions. Review "ed" verb endings with your materials. Consider Speak-Sheet S-12-V and Quiz #5. Script S-14-V has suggestions.	Question-answer dialogue review; pattern drills involving contractions; dialogue exchanges for positive and negative questions; /kl/ and "ed" pronunciation drills. Record: <i>Landing of Pilgrims</i>	Tape S-14-V: <i>Future Tense Contractions</i> /kl/ and "ed" sounds <i>Landing of Pilgrims</i> (model tape) Speak-Sheets S-12-V, S-13-V <i>Regents I</i>	

Week's Lessons Follow

M. Tape D-3-V

DIALOGUE PARTICIPATION DRILL

M. Exchange headphones please.

F. Listen:

M. Wake up

F. What time do you usually wake up?

M. At 6 o'clock. I usually wake up at 6.

M. Have breakfast

F. What time do you usually have breakfasts?

M. At 7 o'clock. I usually have breakfast at 7.

M. Get to school

F. What time do you usually get to school?

M. At 8 o'clock. I usually get there at 8.

M. Have lunch

F. What time do you usually have lunch?

M. At noon. I usually have lunch at noon.

F. Now the odds ask; the evens answer:

M. Wake up

M. Have breakfast

M. Get to school

M. Have lunch

F. Have dinner

F. Start studying

F. Watch T.V.

F. Get ready for bed

M. Now the evens ask; the odds answer:

F. Wake up

F. Have breakfast

F. Get the school

F. Have lunch

M. Have dinner

M. Start studying

M. Watch T.V.

M. Get ready for bed

F. Listen:

M. Some soap—19 cents

F. Did you buy some soap today?

M. Yes I did. I bought some soap today.

M. It cost 19 cents.

M. Some toothpaste—39 cents

F. Did you buy some toothpaste today?

M. Yes I did. I bought some toothpaste today.

M. It cost 39 cents.

M. Some ink—15 cents

Did you buy some ink today?

M. Yes I did. I bought some ink today.

M. It cost 15 cents.

M. A magazine—20 cents

Did you buy a magazine today?

M. Yes I did. I bought a magazine today.

M. It cost 20 cents.

F. Odds ask; evens answer:

M. Some soap—19 cents

M. Some toothpaste—39 cents

M. Some stationery—59 cents

M. A pen—A dollar

F. Some ink—15 cents

F. A magazine—20 cents

F. A record—2 dollars

M. Evens ask; odds answer:

F. Some soap—19 cents

F. Some toothpaste—39 cents

F. Some stationery—59 cents

F. A pen—A dollar

M. Some ink—15 cents

M. A magazine—20 cents

M. A record—2 dollars

F. Listen:

M. Walk to school

F. How long does it take you to walk to school?

M. About 10 minutes. It takes me about 10 minutes to walk to school.

M. Read the newspaper

F. How long does it take you to read the newspaper?

M. About 30 minutes. It take me about 30 minutes to read the newspaper.

M. Do your homework

F. How long does it take you to do your homework?

M. About two hours. It takes me about two hours to do my homework.

M. Have lunch

F. How long does it take you to have lunch?

M. About a half hour. It takes me about a half hour to have lunch.

F. Evens ask; odds answer:

M. Walk to school

M. Read the newspaper

M. Do your homework

F. Have lunch

F. Write home

F. Get to the movies

M. Odds ask; evens answer:

F. Walk to school

F. Read the newspaper

F. Do your homework

M. Have lunch

M. Write home

M. Get to the movies

F. Listen:

M. Blue suit

F. Did John put on his blue suit this morning?

M. No, he didn't put it on this morning.

M. Work clothes

F. Did John put on his work clothes this morning?

M. No, he didn't put them on this morning.

M. Raincoat

F. Did John put on his raincoat this morning?

M. No, he didn't put it on this morning.

M. New shoes

F. Did John put on his new shoes this morning?

M. No, he didn't put them on this morning.

F. Now evens ask; odds answer:

M. Blue suit

M. Work clothes

M. Raincoat

M. New shoes

F. White shirt

F. Sport clothes

F. New jacket

M. Odds ask; evens answer:

F. Blue suit

F. Work clothes

F. Raincoat

M. New shoes

M. White shirt

M. Sport clothes

M. New jacket

F. Exchange headphones please.

F. Now everybody answer:

M. What time do you usually have breakfast?

M. What time do you usually have dinner?

M. What time do you usually watch T.V.?

F. Give an affirmative answer with the cost:

M. Did you buy some stationery today?

M. Did you buy a magazine today?

M. Did you buy a pen today?

F. How long does it take you to read the newspaper?

F. How long does it take you to have lunch?

F. How long does it take you to write home?

M. Answer in the negative with a complete sentence:

F. Did John put on his sport clothes this morning?

F. Did John put on his new shoes this morning?

F. Did John put on his raincoat this morning?

M. This ends the lesson.

M. Tape S-14-V

REVIEW OF FUTURE TENSE, CONTRACTIONS

Pronunciation Drills; the "kl" sound; "ed" verb endings

M. Listen:

F. Are you going to have breakfast?

M. Yes I am. I am going to have breakfast.

F. Are they going to have breakfast?

M. Yes they are. They're going to have breakfast.

F. Is he going to have eggs?

M. Yes he is. He's going to have eggs.

F. Now you answer:

- M. Are you going to have breakfast?
- M. Are they going to have breakfast?
- M. Is he going to have eggs?
- M. Is she going to have toast?
- F. Are you going to have cream in your coffee?
- F. Are we going to have bacon and eggs?
- F. Are they going to have lunch together?
- F. Is he going to have lunch with you?

M. Listen:

- F. What are you going to do tonight? M. (study)
- M. I'm going to study.
- F. What are you going to do tomorrow? M. (see the game)
- M. I'm going to see the game.
- F. What are you going to study? M. (math)
- M. I'm going to study math.

F. Now you answer:

- M. What are you going to do tonight? F. (study)
- M. What are you going to do tomorrow? F. (see the game)
- M. What are you going to study? F. (math)
- M. What are you going to do this afternoon? F. (movies)
- F. What time are you going to have lunch? M. (12 o'clock)
- F. What are you going to have? M. (soup)
- F. When are you going to see Mary? M. (tonight)
- F. When are you going to get back? M. (10:30)

F. Listen:

- | | |
|---------------|-------------|
| M. I will | F. I'll |
| M. You will | F. You'll |
| M. He will | F. He'll |
| M. She will | F. She'll |
| M. It will | F. It'll |
| M. They will | F. They'll |
| M. There will | F. There'll |
| M. That will | F. That'll |
| M. This will | F. This'll |

M. Now you give the contraction. ABCD.

F. I will
F. You will
F. He will
F. She will
F. It will
F. They will
F. There will
F. That will
F. This will

M. I'll
M. You'll
M. He'll
M. She'll
M. It'll
M. They'll
M. There'll
M. That'll
M. This'll

F. Listen:

M. I'm going to study.
M. I'm going to leave.
M. He's going to take the bus.
M. She's going to buy a radio.
F. They're going to study together.
F. It's going to be fun.
F. That's going to be all.
F. This is going to be easy.

F. I'll study.
F. I'll leave.
F. He'll take the bus.
F. She'll buy a radio.
M. They'll study together.
M. It'll be fun.
M. That'll be all.
M. This'll be easy.

F. Now you answer, using the contraction:

M. I'm going to study.
M. He is going to take the bus.
M. She's going to buy a radio.
M. They're going to study.
M. It's going to be fun.
M. That's going to be all.
F. This is going to be easy.
F. There's going to be a show tonight.
F. You're going to get fat.
F. I'm going to fix the car.
F. We're going to help.

F. (I'll)
F. (He'll)
F. (She'll)
F. (They'll)
F. (It'll)
F. (That'll)
M. (This'll)
M. (There'll)
M. (You'll)
M. (I'll)
M. (We'll)

F. Listen:

M. You're going to see Mary, aren't you?
F. Yes I am. I'll see her tonight.

F. (Tonight)

- | | |
|---|------------------|
| M. Mary is going to study, isn't she? | F. (Few minutes) |
| F. Yes she is. She'll study in a few minutes. | |
| M. You're going to help, aren't you? | F. (Right away) |
| F. Yes I am. I'll help her right away. | |
| M. The mechanic's going to fix the car, isn't he? | F. (Tomorrow) |
| F. Yes he is. He'll fix it tomorrow. | |

M. Now you answer in the affirmative:

- | | |
|--|-----------------------------|
| F. You're going to see Mary, aren't you? | M. (tonight) |
| F. Mary's going to study, isn't she? | M. (in a few minutes) |
| F. You're going to help, aren't you? | M. (right away) |
| M. The mechanic is going to fix the car, isn't he? | F. (tomorrow) |
| M. He's going to be home, isn't he? | F. (next week) |
| M. They're going to be here, aren't they? | F. (at 7:30) |

M. Listen:

- | | |
|---|---------------|
| F. She isn't going to study tonight, is she? | M. (tomorrow) |
| M. No she isn't. She'll study tomorrow. | |
| F. We aren't going to take the bus, are we? | M. (walk) |
| M. No we aren't. We'll walk. | |
| F. They aren't going to the movies, are they? | M. (study) |
| M. No they're not. They'll study. | |
| F. We're not going to leave now, are we? | M. (later) |
| M. No we're not. We'll leave later. | |

M. Now you answer in the negative:

- | | |
|---|-------------------------|
| F. She isn't going to study tonight, is she? | M. (Tomorrow) |
| F. We aren't going to take the bus, are we? | M. (walk) |
| F. They aren't going to the movies, are they? | M. (study) |
| F. We're not going to leave now, are we? | M. (later) |
| M. The exam isn't going to be difficult, is it? | F. (easy) |
| M. You're not going to buy shoes, are you? | F. (socks) |
| M. He's not going to get lost, is he? | F. (find his way) |

M. Now answer the following in the affirmative or negative:

- | | |
|---|-----------------------|
| F. You're going to help, aren't you? | M. (right away) |
| F. We aren't going to take the bus, are we? | M. (walk) |
| F. He's going to be home, isn't he? | M. (next week) |

- | | |
|---|-------------------------|
| F. The exam isn't going to be difficult, is it? | M. (easy) |
| M. They aren't going to the movies, are they? | F. (study) |
| M. She's going to be there, isn't she? | F. (5:30) |
| M. He's not going to get lost, is he? | F. (find his way) |
| M. We're not going to leave now, are we? | F. (later) |

M. Listen and repeat:

- | | |
|------------------------------|------------------------------|
| F. keep - key - clean | M. count - cow - cloud |
| F. coal - coat - cloak | M. cub - cut - club |
| F. cot - cost - clock | M. kiss - kit - click |
| F. cat - cap - clash | M. cold - coat - close |
| | M. kite - kind - climb |

M. Listen and repeat:

- | | | |
|--------------------|-------------------|-----------------|
| F. class | M. climate | F. buckle |
| F. clean | M. clothing | M. cloak |
| F. club | M. uncle | M. climb |
| F. closet | F. clown | M. clock |
| F. ankle | F. clash | M. cloud |
| M. close (v) | F. clamp | M. circle |
| M. close (a) | F. clue | |

M. Listen and repeat:

- F. In this climate you need warm clothing.
- F. On a clear day we can climb the mountain.
- F. My clean clothes are in the closet.
- F. The classroom was closed.
- F. The clever pilot climbed above the clouds.

M. Listen and repeat each word twice:

- | | | |
|------------------|------------------|-------------------|
| F. wished | M. coughed | F. loaded |
| F. watched | M. missed | F. decided |
| F. stopped | M. washed | F. attended |
| F. liked | M. lighted | F. repeated |
| F. laughed | M. painted | F. drowned |
| F. passed | M. needed | M. stayed |
| F. wanted | M. mended | M. used |

F. waited	F. raised	M. used
F. seated	F. lived	M. burned
F. noted	F. robbed	M. changed
M. reached	F. seemed	M. cared
M. helped	F. learned	M. called
M. packed	F. showed	

M. Now listen very carefully for final endings. They're all mixed up. Listen and repeat:

F. wished	M. lived	M. repeated
F. stayed	M. wanted	M. helped
F. watched	F. burned	M. showed
F. drowned	F. learned	M. called
M. needed	F. liked	
M. laughed	F. used	

F. Listen and repeat:

M. I helped him and he thanked me.
M. He decided he needed to learn English.
M. I telephoned you, but he answered.
F. He liked her, and asked her name.
F. I invited her, but she visited you.
M. She loved dramatics and studied hard.
F. He attended the meetings and kept notes.

M. Listen:

F. Will she go?	M. She'll go.
F. Will they be ready?	M. They'll be ready.
F. Will there be enough?	M. There'll be enough.

F. Now you answer, using a contraction:

M. Will she go?	.....
M. Will they be ready?	.....
M. Will there be enough?	.....
M. Will that be all?	.....
M. Will you come back?	.....
F. Will he leave?	.....
F. Shall we go?	.....

F. Will I be next?

F. Will it be expensive?

M. Listen:

F. Where are you going?

M. (town) I'm going to town.

F. Why are you going?

M. (shop) I'm going to shop.

F. What are you going to buy?

M. (shoes) I'm going to buy shoes.

F. Now you answer:

M. Where are you going?

F. (town)

M. Why are you going?

F. (shop)

M. What are you going to buy?

F. (shoes)

F. When are you going to have lunch?

M. (12 o'clock)

F. How are you going to get back?

M. (by bus)

F. When are you going to get back?

M. (about 6)

M. This ends the lesson.

LANGUAGE LESSON PLANS			FOR LAB I		TWELFTH WEEK
PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS		
Teach future tense contractions. Review "going to" with future. Review pronunciation: the /k/ and final "ed" (/t/ /d/ /ɪd/)	Provide oral and/or written practice involving future tense with "going to" and contractions. See <i>Regents I</i>, p. 97, 98, 99 for suggestions. Review "ed" verb endings with your materials. Consider Speak-Sheet S-12-V and Quiz #5. Script S-14-V has suggestions.	Future tense and contractions; "going to"; /k/ and "ed" endings. Question-answer dialogue review; pattern drills involving contractions; dialogue exchanges for positive and negative questions; /k/ and "ed" pronunciation drills. Introduce <i>A Visit From Saint Nicholas</i> for recording.	Tape S-14-V; <i>Future tense contractions /k/ and "ed"</i> <i>A Visit from St. Nicholas</i> (model tape) Speak-Sheets S-12-V, S-13-V <i>Regents I</i>		
Review the "th" sounds. /θ/ /ð/	Readings and corrections: Consider reading excerpts that include the "th." Tape Script P-4-V has suggested exercises; Speak-Sheets P-3-V and P-4-V have suggested word lists of commonly mispronounced vocabulary. An intensive session dealing exclusively with "th" will help develop awareness.	Individual and choral speaking from lab reading excerpts. Responses to lesson tape and recordings of Speak-Sheets: P-3-V, P-4-V, P-5-V. Individual practice with: <i>How Our Mail Began</i> <i>Living in Today's World</i> Independent recording of <i>A Visit From St. Nicholas</i>.	Tape P-4-V; <i>Review of the "th"</i> Speak-Sheets P-3-V, P-4-V, P-5-V		
Review of final "s" sounds. /s/ /z/ /ɪz/	Consider proceeding with the methods you used for "th"; be sure to provide listening discrimination practice as well as production exercises. Speak-Sheet P-5-V and PP-7-V include word lists and selected readings for practice drills.	Same lab procedure as Session #2 using lesson tape and Speak-Sheets P-5-V and PP-7-V. Intensive review involving the final "s" exclusively. Introduce <i>The Christmas Story</i> (Luke)	Tape P-5-V; <i>The Final "s"</i> Speak-Sheets P-5-V, PP-7-V <i>Christmas Story</i> (Luke)		

Week's Lessons Follow

THE HOUSE THAT JACK BUILT

This is the house that Jack built.

This is the malt
That lay in the house
that Jack built.

This is the rat
That ate the malt
That lay in the house
that Jack built.

This is the cat
That killed the rat
That ate the malt
That lay in the house
that Jack built.

This the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
that Jack built.

This is the cow
with the crumple horn,
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
that Jack built.

This is the maiden
all forlorn,
That milked the cow
with the crumpled horn,
That tossed the dog
That worried the cat

That killed the rat
That ate the malt
That lay in the house
that Jack built.

This is the man
all tattered and torn
That kissed the maiden
all forlorn,
That milked the cow
with the crumpled horn,
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
that Jack built.

This is the priest
all shaven and shorn,
That married the man
all tattered and torn
That kissed the maiden
all forlorn,
That milked the cow
with the crumpled horn,
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
that Jack built.

This is the cock
that crowed in the morn,
That waked the priest

all shaven and shorn,
That married the man
all tattered and torn
That kissed the maiden
all forlorn,
That milked the cow
with the crumpled horn,
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
that Jack built.

This is the farmer
sowing the corn,
That kept the cock
that crowed in the morn,
That waked the priest
all shaven and shorn,
That married the man
all tattered and torn
That kissed the maiden
all forlorn,
That milked the cow
with the crumpled horn,
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
that Jack built.

—Mother Goose

TWO WRENS

Two wrens there were upon a tree:
Whistle and I'll come to thee;
Another came, and there were three:
Whistle and I'll come to thee;
Another came, and there were four.
You needn't whistle any more,
And there are none to show you.
For, being frightened, off they flew.

—Mother Goose

THE NORTH WIND

The north wind doth blow,
And we shall have snow,
And what will the robin do then,
Poor thing?

He'll sit in the barn
And keep himself warm,
And hide his head under his wing,
Poor thing!

—Mother Goose

From: McLean, Margaret Prendergast, *Good American Speech*, E. P. Dutton & Co., Inc.,
New York

PRACTICE SHEET

The following words illustrate the /th/ sound in monosyllabic words:

Θ

bath	fifth	oath	thigh	three	tooth
berth	filth	sixth	thin	thrice	truth
birth	forth	sloth	thing	thrift	twelfth
booth	fourth	Smith	think	thrill	warmth
breadth	froth	sooth	third	throat	wealth
breath	growth	south	thirst	throb	width
broth	hath	strength	throng	throng	worth
cloth	health	teeth	thorn	through	wraith
couth	hearth	thank	thou	throw	wrath
dearth	heath	thatch	thought	thrush	wreath
death	mirth	theft	thrash	thrust	youth
depth	mouth	theme	thread	thud	
doth	myth	thaw	threat	thump	
earth	ninth	thick	thresh	thus	
faith	north	thief	threw	thwart	

ð

baths	scythe	thee	there	thou	writhe
bathe	smooth	their	these	though	
breathe	soothe	them	they	thy	
clothe	that	then	this	with	
scathe	the	thence	those	wreathe	

Θ

"Thirty thousand horsemen
Threading their way through the glen."

—J. H. Carlyle

Θ and ð

"How are thou out of breath when thou has breath
To say to me that thou are out of breath?"

—Shakespeare

ð

"Hither and thither and whither — who knows? Who knows?
Hither and thither — but whither — who knows?"

—J. F. Waller

From: McLean, Margaret Prendergast, *Good American Speech*, E. P. Dutton & Co., Inc., New York.

Θ and †

PRACTICE WORDS FOR Θ

thumb	myth	breathy	enthusiasm
think	wealth	apothecary	
both	thirtieth	deathless	

PRACTICE WORDS FOR †

than	with	clothes	thither
thine	loathe	mouthed	
though	lithe	wreathes	
breathe	bathed	worthy	

PRACTICE the following combination of words for Θ and †. These are in constant use in daily speech.

at the ...	can think ...	the first third ...
eat that ...	tell the ...	old thing ...
what they say ...	call them ...	read the ...
in the ...	will thank them ...	feed them ...
run this ...	they'll think ...	heard them ...

PRACTICE SENTENCES FOR Θ and †.

1. The weather hinders their brothers.
2. They admire their father's lithe figure.
3. There were thoughtless thousands on the health.
4. Their theatre tickets were thrust into their hats.
5. Those leather jackets are too thick.
6. Go with the thirteen ducks and get their feathers.
7. It was the end of thirty-three of the others.
8. Meet them at the theatre.
9. Write them to stop their threats.
10. Don't bother with them.

LANGUAGE LESSON PLANS			FOR LAB I		THIRTEENTH WEEK
	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS	
SESSION 1	Review the final "s" sounds. /s/ /z/ /iz/	Consider proceeding with the methods you used for "th"; be sure to provide listening discrimination practice, as well as production exercises. Speak-Sheet P-5-V and PP-7-V include word lists and selected readings for practice drills.	Same lab procedure as Session #2 (last week) using lesson tape and Speak-Sheets P-5-V and PP-7-V. Intensive review involving the final "s" exclusively. Independent recording practice with <i>The Christmas Story</i> (Luke)	Tape P-5-V: The final "s" Speak-Sheets: P-5-V, PP-7-V <i>Christmas Story</i> (Luke)	
SESSION 2	Review the past tense of common irregular verbs in conversation. Provide speaking practice with the /k/ /g/ and final /s/ sounds.	Provide oral and/or written drills in the use of the past tense of common irregular verbs. <i>Regents I</i> , p. 17, 18, 51, 69, 90 may be helpful. See Script S-15-V and Speak-Sheets P-5-V and PP-7-V for suggested content.	Question-answer participation changing answer to questions that require the use of "did" with the past of common irregular verbs; pattern-drills changing verbs to present and past, negative and positive; pronunciation drills with the /k/ and /g/ in initial and final positions; also /k/ and /g/ in minimal pairs. Students' choice for independent recording.	Tape S-15-V: Review Past Tense Pronunciation: /k/ /g/ <i>and</i> <i>and</i> Speak-Sheets: S-1-V <i>and</i> <i>and</i> P-14-V in addition to those mentioned in CL. CORRELATION section	
SESSION 3	Provide speaking practice with the comparison of common adjectives. Reinforcement drills with "th" sounds.	Develop an awareness of the positive, comparative and superlative degrees of common adjectives. Provide oral practice with possible written follow-up comparing adjectives. For help, see <i>Regents I</i> , p. 82, 83, 84; <i>Regents II</i> , p. 71, 72. Script D-6-V includes suggested exercises.	Short, humorous story, with follow-up questions; voiced and voiceless "th" in pronunciation drills and minimal pairs; comparative and superlative forms of adjectives in dialogue situations; short story with many examples of comparing adjectives; follow-up questions re story. Review <i>Christmas Story</i> .	Tape D-6-V: Comparison of Adj. <i>Christmas Story</i> (Luke) Speak-Sheet D-6-V	

Week's Lessons Follow

F. S-15-V

REVIEW OF PAST TENSE: IRREGULAR VERBS

Pronunciation drill, k, g, and final s

F. Listen:

M. I ate breakfast early.

F. Did you eat breakfast early?

M. I did my exercises.

M. They went home early.

F. Did they go home early?

M. Now you change the following to questions:

F. I ate breakfast early.

M. Did they eat?

F. I did my exercises.

M. Did you do?

F. She wrote a letter last night.

M. Did she write?

F. They went home early.

M. Did they go?

F. We bought some toothpaste.

M. Did we buy?

M. I got up at 8 o'clock.

F. Did you get up?

M. We began our homework.

F. Did you begin?

M. She came on time.

F. Did she come?

M. They drank two glasses of milk for breakfast. F. Did they drink

M. I read the newspaper.

F. Did you read?

F. I saw my friend.

M. Did you see?

F. They brought some flowers.

M. Did they bring?

F. They had an early breakfast.

M. Did they have?

M. John met Mary at school.

F. Did John meet?

M. We woke up at 7 o'clock.

F. Did we wake up?

M. Let's repeat the same exercises, much faster. Make the following questions:

F. I ate breakfast early.

.....

F. I did my exercises.

.....

F. She wrote a letter last night.

.....

F. They went home early.

.....

F. We bought some toothpaste.

.....

M. I got up at 8 o'clock.

.....

M. We began our homework.

.....

M. She came on time.

.....

- M. They drank two glasses of milk for breakfast.
- M. I read the newspaper.
- F. I saw my friend.
- F. They brought some flowers.
- F. I had an early breakfast.
- M. John met Mary at school.
- M. We woke up at 7 o'clock.
- F. Listen:
- M. Did he go? F. Yes, he went.
- M. Did they come? F. Yes, they came.
- M. Did you see? F. Yes, I saw.
- M. Did she eat? F. Yes, she ate.
- M. Now you answer:
- F. Did they go? M. (went)
- F. Did they come? M. (came)
- F. Did you see? M. (saw)
- M. Did she eat? F. (ate)
- M. Did you hear? F. (heard)
- M. Did they drink? F. (drank)
- F. Did John write? M. (wrote)
- F. Did they buy? M. (bought)
- F. Did she tell? M. (told)
- M. Did he bring it? F. (brought)
- M. Did his sister read? F. (read)
- M. Did they say? F. (said)
- M. Did she wake up? F. (woke up)
- M. Listen and repeat:
- F. He went to school. F. She told you.
- F. They came early. F. He met her at the park.
- F. You saw John today. F. He brought it.
- F. We ate breakfast. F. My sister read a good book.
- M. You heard the teacher. M. He went to the store.
- M. They drank milk. M. They said they were coming.
- M. John wrote two letters. M. They bought a newspaper.

F. Listen:

M. go
M. write
M. read
M. drink

F. He went yesterday, but he isn't going today.
F. He wrote yesterday, but he isn't writing today.
F. He read yesterday, but he isn't reading today.
F. He drank yesterday, but he isn't drinking today.

M. Now you answer:

F. go
F. write
F. read
M. drink
M. come
M. drive

F. leave
F. run
F. speak
M. eat
M. forget
M. sleep

F. Listen:

M. (buy)
M. (eat)
M. (drink)
M. (bring)
M. (take)
M. (have)

F. She bought some yesterday. She didn't buy any today.
F. She ate some yesterday. She didn't eat any today.
F. She drank some yesterday. She didn't drink any today.
F. She brought some yesterday. She didn't bring any today.
F. She took some yesterday. She didn't take any today.
F. She had some yesterday. She didn't have any today.

M. Now you answer:

F. buy
F. eat
F. drink
M. bring
M. take
M. have

F. see
F. spend
F. understand
M. lose
M. teach
M. tell

F. Pronunciation drill; the "k" sound, listen and repeat:

M. keep	F. back	M. keep	F. back
M. call	F. cook	M. call	F. cook
M. come	F. like	M. come	F. like
M. cat	F. talk	M. cat	F. talk

M. The "g" (guh) sound. Listen and repeat:

F. good	M. big	F. good	M. big
F. go	M. egg	F. go	M. egg

F. got	M. dog	F. got	M. dog
F. give	M. leg	F. give	M. leg

F. Now listen closely to the "k" and "g" sounds and repeat:

M. came - game	F. pick - pig
M. could - good	F. duck - dug
M. come - gum	F. back - bag
M. Kay - gay	F. sack - sag

M. Listen closely to final endings and repeat:

F. The kitten likes to drink milk.

F. Can you make cookies as good as the cook can?

M. Come, take a look at the new kitchen clock.

M. Jack has a black truck.

F. The final "s." Listen and repeat:

M. books	F. doors	M. classes
M. students	F. windows	M. offices
M. desks	F. names	M. pages

F. Three notebooks are in two desks.

F. Five teachers are in four classrooms.

F. The nurses are in these offices.

F. All desks have chairs.

M. Are those students engineers?

M. Are all classes in classrooms?

M. All sentences have words.

M. The nurses are my friends.

F. Review of past and future:

F. Listen:

M. (buy)	F. He's going to buy the same thing I bought yesterday.
M. (read)	F. He's going to read the same thing I read yesterday.
M. (see)	F. He's going to see the same thing I saw yesterday.
M. (have)	F. He's going to have the same thing I had yesterday.

M. Now you answer:

F. (buy)

F. (read)

- F. (see)
- F. (have)
- M. (do)
- M. (bring)
- F. (eat)
- F. (write)

M. Listen:

- | | |
|------------------------------|--|
| F. Did you eat breakfast? | M. Yes, I did. I ate breakfast. |
| F. Did she drink some milk? | M. Yes, she did. She drank some milk. |
| F. Did they have some juice? | M. Yes, they did. They had some juice. |

F. Now you answer:

- | | |
|------------------------------|--------------------|
| M. Did you eat breakfast? | F. (ate) |
| M. Did she drink some milk? | F. (drank) |
| M. Did they have some juice? | F. (had) |
| M. Did you go to class? | F. (went) |
| F. Did you bring your books? | M. (brought) |
| F. Did he see the principal? | M. (saw) |
| F. Did they take the test? | M. (took) |
| F. Did you know the answers? | M. (knew) |

M. This ends the lesson.

M. Tape D-6-V

COMPARISON OF ADJECTIVES, REVIEW VOICED AND VOICELESS 'TH'

M. Listen:

THE YOUNG MEN AND THE BULL

- F. Once upon a time two young men were spending some time in the country. One day, while taking a walk together, they crossed a large field. Suddenly a bull appeared and began to chase them. They were naturally very much frightened. They began to run but the bull continued to chase them. Finally one of the men climbed a tree and the other jumped into a large hole. Soon, however, the man who had jumped into the hole came out again. Immediately, the bull chased him back into the hole. Soon, the man came out of the hole again, and the bull chased him right back. This went on for five or six times.

Finally, the man in the tree, who was now very angry, cried to his friend in the hole, "You fool! Stay in that hole for a while. Otherwise, this bull will keep us here all day!"

As he jumped back into the hole again, the other man said, "That's all right for you to say, but there happens to be a bear in this hole."

M. Now answer these questions:

- M. 1. Where were the two young men spending some time?
- M. 2. Was the field they crossed a large one or a small one?
- M. 3. What suddenly appeared?
- M. 4. What did the bull begin to do?
- M. 5. Were the young men very much frightened or undisturbed?
- F. 6. What did they begin to do?
- F. 7. Finally, what did one of the men climb?
- F. 8. What did the other man do?
- F. 9. What did the man who jumped in the hole soon do?
- F. 10. Did the bull permit him to stay out of the hole or chase him right back?
- M. 11. How many times did this go on?
- M. 12. What did the man in the tree say?
- M. 13. What did the man in the hole answer?

F. The voiceless 'th'

F. Pronunciation drill — Listen and repeat:

- | | | |
|--|-----------------------|-----------------|
| M. thin | F. method | M. both |
| M. thick | F. author | M. birth |
| M. thing | F. wealthy | M. earth |
| M. Thursday | F. nothing | M. growth |
| M. thank | F. something | M. health |
| M. theatre | F. birthday | M. breath |
| F. thank - tank | M. thank - sank | |
| F. thin - tin | M. thin - sin | |
| F. through - true | M. thing - sing | |
| F. though - taught | M. thumb - some | |
| F. Arthur's birthday comes this month. | | |
| F. Thirty-thousand soldiers marched through the streets. | | |
| F. Our theater tickets were for Thursday, the thirteenth. | | |

M. The voiced 'th.' Listen and repeat:

- | | | |
|----------------|------------------|------------------|
| F. the | M. mother | F. leather |
| F. there | M. brother | F. bother |
| F. this | M. neither | F. with |
| F. that | M. further | F. bathe |
| F. these | M. whether | F. smooth |
| F. those | M. father | F. breathe |

- M. they - day F. that - sat
- M. their - dare F. these - seize
- M. though - dough F. those - sews
- M. than - Dan F. they've - save
- M. I didn't know whether he was your father or your brother.
- M. It was difficult for them to breathe in such cold weather.
- M. My brother would rather sleep than eat.
- M. You can choose either one or the other.
- F. Exchange headphones, please.
- F. Listen:
- M. Comfortable chair.
- F. Is this a comfortable chair?
- M. Yes, it is. But I think that chair is more comfortable than this one.
- M. Pretty picture.
- F. Is this a pretty picture?
- M. Yes, it is. But I think that picture is prettier than this one.
- M. Long room.
- F. Is this a long room?
- M. Yes, it is. But I think that room is longer than this one.
- F. Now following the example. The odds ask; the evens answer:
- M. comfortable chair
- M. pretty picture
- M. long room
- F. important book
- F. good book
- F. high mountain
- M. Now the evens ask; the odds answer:
- F. simple lesson
- F. fast car
- F. beautiful flower
- M. good house
- M. tall building
- M. different book

F. Listen:

M. The boy is tall.

F. This boy is taller.

M. This boy is tallest.

M. The city is large.

F. This city is larger.

M. This city is largest.

M. The girl is pretty.

F. This girl is prettier.

M. This girl is prettiest.

M. The man is old.

F. This man is older.

M. This man is oldest.

F. Now follow the example. The odds give the comparative; the evens the superlative:

M. The boy is tall.

F. taller, tallest

M. The city is large.

F. larger, largest

M. The girl is pretty.

F. prettier, prettiest

M. The man is old.

F. older, oldest

M. The book is good.

F. better, best

F. The weather is cold.

M. colder, coldest

F. The lesson is easy.

M. easier, easiest

F. The student is intelligent.

M. more intelligent, most intelligent

F. The exercise is difficult.

M. more difficult, most difficult

F. The street is wide.

M. wider, widest

F. Now the evens give the comparative; the odds the superlative:

M. The weather is bad.

F. worse, worst

M. The child is young.

F. younger, youngest

M. The lesson is long.

F. longer, longest

F. The chair is comfortable.

M. more comfortable, most comfortable

F. The building is high.

M. higher, highest

F. The day is hot.

M. hotter, hottest

F. The amount is small.

M. smaller, smallest

F. Exchange headphones please.

M. Listen carefully to the following dialogue between a teacher and student about adjectives:

F. (Teacher) We already know that to form the comparative of adjectives we add *er* to the positive form. To form the superlative, we add *est* to the positive form. So we have: *big, bigger, biggest; small, smaller, smallest*; etc. Perhaps, you can give me some examples in sentences. John, what is the capital of the United States?

M. The capital of the United States is Washington, D.C.

F. Is Washington the largest city in the United States?

- M. No, Washington is not the largest city in the United States.
The largest city in the United States is New York City.
- F. Is New York City larger or smaller than Chicago?
- M. New York City is larger than Chicago.
- F. What is the largest city in Arizona?
- M. The largest city in Arizona is Phoenix.
- F. Is phoenix larger or smaller than Albuquerque?
- M. Phoenix is larger than Albuquerque.
- F. Good, there are, of course, a few irregular forms like good, better, best; bad, worse, worst. Give me an example of *good* and *better* in a sentence:
- M. This is a good book, but I think the other one is better than this one.
- F. Now try to give me a sentence using *bad* or *worse*.
- M. What is worse, Miss Smith, than to bite into an apple and to find a worm?
- F. I don't know, John. What is worse than to bite into an apple and to find a worm?
- M. It is worse to bite into an apple and to find half a worm.
- F. Now answer these questions:
- M. 1. How do we form the comparative of regular adjectives?
- M. 2. How do we form the superlative of regular adjectives?
- M. 3. What is the comparative form of big?
- M. 4. What is the superlative form of big?
- M. 5. Is New York larger or smaller than Washington?
- M. 6. What is the largest city in the United States?
- F. 7. What is the largest city in Arizona?
- F. 8. Which is smaller, Albuquerque or Phoenix?
- F. 9. What are the comparative and superlative forms of good?
- F. 10. What are the comparative and superlative forms of bad?
- F. 11. What did John say is worse than to bite into an apple and find a worm?
- M. This ends the lesson.

P-14-V

THE K AND G SOUNDS (REVIEW)

Say these words clearly:

come	make	buckle	book	came	big
welcome	back	luck	like	cat	egg
talk	key	car	can	cake	garden
call	instruction	coffee	check	steak	dialogue
take	American	look	breakfast	dog	cigarette

Can you hear the difference?

come - gum

pick - pig

leak - league

pluck - plugged

cane - gain

curl - girl

could - good

muck - mug

Kate - gate

duck - dug

cull - gull

came - game

Try saying these sentences:

Coffee for breakfast

Cash a check

Six o'clock

Looking for work

Eggs, cigarettes and sugar

Go to the bank

Coffee and eggs

Most Americans have coffee for breakfast.

Where can I cash a check?

Call me at six o'clock.

Is he looking for work in a factory?

The girl bought eggs, cigarettes and sugar.

I've got to go to the bank to cash a check.

He always gets coffee and eggs for breakfast.

COMPARISON OF ADJECTIVES

D-6-V

Positive

old

small

beautiful

Comparative

older

smaller

more beautiful

Superlative

oldest

smallest

most beautiful

Use the comparative. Include the word *than*:

1. Helen is (young) Mary. (younger than)
2. This book is (interesting) that one.
3. Oranges are (sweet) lemons.
4. The weather today is (warm) it was yesterday.
5. The exercise is (easy) the last one.
6. Helen is (intelligent) her sister.
7. The month of February is (cold) the month of March.
8. I am (tired) I was last night.
9. Our classroom is (large) your classroom.
10. This lesson is (long) the next one.
11. You seem to be (busy) today you were yesterday.
12. To be New York City is (interesting) Washington.
13. Park Avenue is (wider) Main Street.
14. This book is (good) the last one.
15. The month of February is (short) the month of March.
16. The sea looks (peaceful) today it looked yesterday.

17. Your pronunciation is(good) John's.
18. Prices are(high) this year they were last year.
19. The Mississippi River is much(deep) in some places in others.
20. These flowers are(beautiful) those in your garden.

THIRTEENTH WEEK ENRICHMENT COMPARISON OF ADJECTIVES

Change these adjectives to their comparative and superlative forms:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
1. sunny		
2. mighty		
3. blue		
4. healthy		
5. bright		
6. drowsy		
7. swift		
8. fancy		
9. grave		
10. sharp		
11. hungry		
12. proud		
13. homely		
14. gay		
15. pale		
16. juicy		
17. plain		
18. sorry		
19. cheap		
20. silly		
21. jolly		
22. late		
23. dusty		
24. cozy		
25. crazy		

From: Hansen & Pierce, *Speak To Learn*, Stockton Unified School District, California.
The sound of /k/

Making the sound:

To make the sound of /k/, put your tongue down behind your lower teeth and cough gently, k - k - k - k - k.

Sound Picture: *Cawing*

Make the *cawing* sound in the following rhymes:

THE CROW FAMILY

A mother crow flew to a tree,
caw - caw - caw.
And this is what she went to see,
caw - caw - caw.
Her baby crows in the nest,
Quietly taking a little rest,
caw - caw - caw.

THE OLD BLACK CROW

GIRLS: "Caw, caw, caw," sings the old black crow
As he eats the corn in the farmer's row.
Is he thanking the farmer as he goes?
Eating and eating down the rows,
ALL: "Caw, caw, caw,"
BOYS: "I've had my dinner, I'd better go.
It's time for me to be on my way,
But, I'll come back another day."
ALL: "Caw, caw, caw,"

Using the sound:

Irregularities in writing the sound of /k/ confuse both the native speaker and the speaker learning English as a Second Language.

LETTERS

k	sounds like
c	sounds like
ch	sounds like
ck	sounds like
kh	sounds like
cc	sounds like
q	sounds like
x	sounds like

SOUNDS

/k/	in king
/k/	in coins
/k/	in echo
/k/	in luck - pick
/k/	in khaki
/k/	in account
/k/	in quick
/ks/	in box

The letter *c* may make the sound of /k/ or /s/. Generally *c* is pronounced /k/ at the end of a word.

Use the dictionary when there is any question about the pronunciation of *ch*. *Ch* makes the /k/ sound in *character*, *chemistry*, and *Christmas*, but not in many other words, such as *chagrin*, *champagne* and *chalet*.

PRACTICE WORDS FOR /k/:

cook	cuckoo	quickly	curious
kink	coccyx	crackling	climactic
chimeric	colloquy	expects	consequences

PRACTICE:

Catherine's calico frock was puckered in the back.
They look like Clara's Christmas books.

FOR PRACTICE OF /k/:

Kick with your left,
Kick with your right.
Kick, tap, kick, tap.
Tap to your left,
Tap to your right.
Tap, kick, tap, kick.

—S. M. A.

HICKORY DICKORY

Hickory, dickory, dock;
The mouse ran up the clock;
The clock struck one,
And down he run,
Hickory, dickory, dock.

—Mother Goose

THE CATS OF KILKENNY

There were once two cats of Kilkenny,
Each thought there was one cat too many;
So they fought and they fit,
And they scratched and they bit,
Till, excepting their nails
And the tips of their tails,
Instead of two cats, there weren't any.

—Mother Goose

A DUCK AND A DRAKE

A duck and a drake,
And a halfpenny cake,
With a penny to pay the old baker.

A hop and a scotch
In another notch,
Slitherum, slatherum, take her.

—Mother Goose

PRACTICE WORDS

ark	crock	ink	mink	monk	quest
ask	dark	junk	monk	musk	quart
back	deck	keg	musk	nick	quack
bank	Dick	kept	nick	Nick	rack
bark	disk	kick	kid	park	rink
bask	drank	kid	knack	peck	risk
blank	duck	knack	lack	pick	rock
blink	dunk	lack	lark	plank	sack
brink	dusk	lark	lock	pluck	sank
buck	elk	lock	luck	prank	sick
brisk	hack	luck	mark	prick	silk
bulk	hock	mark	mask	quick	skid
cash	honk	mask	milk	quilt	skim
click	husk	milk	mink	quit	skin
					skip

IDIOMATIC EXPRESSIONS

1. You must give an account of yourself.
2. Don't forget that circumstances alter cases.
3. The doctor gave me bitter medicine.
4. The argument cuts no ice with me!
5. The meeting was a knock down and drag out affair.
6. That is putting the cart before the horse.
7. Actions speak louder than words.

From: Hansen and Pierce, *Speak To Learn*, Stockton Unified School District, California.

The sound of /g/

Making the sound:

To make the sound of /g/, put your tongue down behind your lower teeth and make the go, g - g - g - g.

Sound Picture: *Gunking*

Use the gunking sound to scare the alligator away.

GO AWAY, MR. ALLIGATOR

Over in the pond under a tree
Lived a mother frog
And her little froggies three.
"Gunk," said the mother,
"We gunk," said the three.
Please Mr. Alligator,
Stay away from our tree.
Gunk — gunk — gunk .

Over in the pond and late that night,
The poor little froggies had a bad fright.
"Gunk," said the mother,
"We gunk," said the three,
"Go away, Mr. Alligator,"
"You can't catch me."

So they gunked and were happy
By their home near the tree,
The mother and the froggies —
One, two, three.

—Adapted from "Over in the Meadow,"

—Mother Goose

Using the sound:

Pronunciation rules for the letter *g* based on spelling are confusing because of the exceptions that must be made to any general rule.

LETTERS

SOUNDS

g	sounds like	/g/ in gold.
gg	sounds like	/g/ in bigger.
gh	sounds like	/g/ in ghetto, but not in laughter. /f/ or enough /f/.
g	does not sound like /g/ in gem, gesture or gin.	
ge	on the end (marriage) does not sound like /g/.	
g	is silent in gnaw, gnarled, gnome.	

PRACTICE WORDS FOR /g/:

girl	egg	gag	lagging
bigot	gray	glow	guava
begged	Griggs	legume	goggles
dragon	auxiliary	augury	giggled

FOR PRACTICE OF /g/:

"Go, get thee gone!"

"The Gold of the Gods that spared not, and the greedy that have been . . .
There Sigurd seeth moreover Andvari's Ring of Gain,
The hope of Loki's finger, the Ransom's utmost grain;
Then laughed the son of Sigmund, and stooped to the golden land,
And gathered the first of the harvest and set it on his hand."

—William Morris

Jiggety, jiggety, jog,
The pig became a hog.
The pig did jig, the hog did jog,
Jiggety, jiggety, jog.

—Jo Ann Konrad Lally

LITTLE GIRL, LITTLE GIRL

Little girl, little girl, where have you been?
Gathering roses to give to the Queen.
Little girl, little girl, what gave she you?
She gave me a diamond as big as my shoe!

—Mother Goose

GRAY GOOSE AND GRAY GANDER

Gray goose and gray gander,
Waft your wings together
And carry the good king's daughter
Over the one stand river.

—Mother Goose

DAME GETS UP

Dame, get up and bake your pies,
Bake your pies, bake your pies,
Dame, get up and bake your pies
On Christmas Day in the morning.

—Mother Goose

TWO LITTLE DOGS

Two little dogs
Sat by the fire,
Over a fender of coal-dust;
Said one little dog
To the other little dog,
"If you don't talk, why, I must."

—Mother Goose

LANGUAGE LESSON PLANS			FOR LAB I		FOURTEENTH WEEK	
	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS		
SESSION 1	Provide speaking practice with the comparison of common adjectives. Reinforcement drills with "th" sounds.	Develop an awareness of the positive, comparative and superlative degrees of common adjectives. Provide oral practice with possible written follow-up comparing adjectives. For help, see <i>Regents I</i> , p. 82, 83, 84; <i>Regents II</i> , p. 71, 72. Script D-6-V includes suggested exercises.	Short, humorous story, with follow-up questions; voiced and voiceless "th" in pronunciation drills and minimal pairs; comparative and superlative forms of adjective in dialogue situations; short story involving comparative of adjective; follow-up questions re story. Review <i>Christmas Story</i> ; Visit From St. Nicholas.	Tape D-6-V: Compar. of Adjectives <i>Christmas Story</i> Visit from St. Nick (model tapes) Introduce <i>How Far Is It To Bethlehem?</i>		
SESSION 2	Provide speaking practice in the use of telephone courtesy.	Demonstrate the use of the telephone in some typical everyday situations. Consider the use of practice phones with guide sheets for student call-answer situations. Considering providing background of Navajo History. See <i>English 900</i> , Book 4, page 101 for telephone conversations.	Dialogue practice answering the phone, identifying one's self; calling another to the phone, taking a message, leaving a message. Introduce <i>Something About Navajo History</i> , for independent recording.	Tape D-7-V: Telephone Courtesy <i>Something About Navajo History</i> <i>English 900</i> , Book Four		
SESSION 3	Provide review speaking practice with the final "s" sounds. Provide background for Navajo history.	Provide oral and/or written pluralization of the "s" and of 3rd person singular verb endings in the present. Script P-10-V has suggested drills and lesson content.	Production of final "s" in pluralization and 3rd person present verb endings; pattern drills requiring changes from 1st to 3rd person subjects; reinforcement in the speaking of 3rd person endings; conversational sentences in drills with pluralization of nouns involving /s/ /z/ /iz/.	Tape P-10-V: Review Drills Final "s" sounds Speak-Sheets PP-7-V, P-5-V <i>Something About Navajo History</i>		

Week's Lessons Follow

M. Tape D-7-V

TELEPHONE COURTESY

M. Listen: (remove receiver and dial 7 times)

(ring)

F. Hello, Marion Jones speaking.

M. I'd like to speak to Ted Martin.

F. Just a moment please.

(ring)

F. Senior High School, Ruth Jones speaking.

M. May I speak to the principal.

F. Just a moment please.

(ring)

M. Electrical shop, Bob Baker speaking.

F. May I speak to Mr. Jackson?

M. Just a minute please, I'll call him.

(ring)

F. Girl's dormitory, Mary Foster speaking.

M. May I speak with Katherine Lewis please?

F. One moment please, I'll call her.

M. Now you follow the example. Answer the phone: identify yourself and ask the caller to wait. You speak first.

(ring)

F. May I speak with Mr. Smith please?

(ring)

M. Is Ted there?

(ring)

F. May I speak to Ruth please?

F. Listen:

(ring)

M. Hello, Ted Hall speaking.

F. May I speak with Mr. Sorensen?

M. I'm sorry, Mr. Sorensen is not here right now. May I take a message?

F. Yes, if you don't mind. Would you tell him to call Mary White. The number is Parkway 3-1234.

M. I'll tell Mr. Sorensen as soon as he comes in.

F. Thank you. Good-bye.

M. Listen:

(ring)

F. Hello, Virginia Brown speaking.

- M. May I speak to Mary Parker, please?
- F. I'm sorry, Mary isn't in right now. May I take a message?
- M. Yes, if you don't mind. Would you tell her to call David Johnson? The number is 327-9963.
- F. All right. I'll tell Mary as soon as she comes in.
- M. Thank you. Good-bye.
- F. Listen:
- (ring)
- M. Hello, John Peterson speaking.
- F. May I speak to Mrs. Stone, please?
- M. I'm sorry, Mrs. Stone isn't in right now. May I take a message?
- F. Would you please tell Mrs. Stone that Virginia Peterson called? The number is 549-6511.
- M. I'll be sure to tell her.
- F. Thank you. Good-bye.
- M. Now you follow the example and tell the caller that Mr. Sorensen is not in. Offer to take the message. You speak first and identify yourself.
- (ring)
- F. May I speak with Mr. Sorensen, please?
- F. Please tell Mr. Sorensen that Ruth White called. My number is 736-9511.
- F. Thank you; good-bye.
- M. Let's try that again.
- (ring)
- F. May I speak with Mr. Sorensen, please?
- F. Please tell Mr. Sorensen that Ruth White called. My number is 736-9511.
- F. Thank you; good-bye.
- F. Now you phone and ask for Mr. Sorensen. Leave a message.
- (ring)
- M. Hello, Peter Holmes speaking.
- M. I'm sorry, Mr. Sorensen isn't here right now. May I take a message?
- M. All right. I'll tell Mr. Sorensen as soon as he comes in.
- M. Thank you; good-bye.
- F. Let's try that again.
- (ring)
- M. Hello, Peter Holmes speaking.
- M. I'm sorry, Mr. Sorensen isn't here right now. May I take a message?
- M. All right. I'll tell Mr. Sorensen as soon as he comes in.
- M. Thank you; good-bye.

- F. Exchange headphones, please.
- M. The odds are phoning Mr. Smith. The evens answer the phone. Identify yourselves and tell the caller he isn't in. Offer to take a message. Evens speak first and identify yourselves.
- (ring)
- F. Now the evens are phoning Mr. Smith. The odds answer the phone. Identify yourselves and tell the caller he isn't in. Offer to take a message. Odds speak first and identify yourselves.
- (ring)
- M. Now the odds are phoning Ted Hall. The evens call him to the phone. Evens answer the phone, speak first and identify yourselves.
- (ring)
- F. Now the evens are phoning Ruth Jones. The odds answer and call her to the phone. Odds speak first and identify yourselves.
- (ring)
- M. The odds phone Mary Smith. Evens speak first and identify yourselves. The evens answer the phone, tell them Mary isn't there. Odds, leave your name and number.
- (ring)
- F. The evens are phoning Mary Smith. Odds answer the phone and identify yourselves. Tell them Mary isn't there. Evens leave your name and number. Odds speak first.
- (ring)
- M. The odds are telephoning Mr. Webster. Evens tell the caller he isn't in and take the message. Evens answer the phone, speak first and identify yourselves.
- (ring)
- F. Evens phone Mr. Webster. Odds tell the caller he isn't in and take the message. Odds answer, speak first and identify yourselves.
- (ring)
- M. Exchange headphones please.
- M. Now, everyone answer the phone. Call the person to the phone. Speak first and identify yourselves.
- (ring)
- F. May I speak with Ruth please?
- F. Thank you.
- (ring)
- M. May I speak with Robert please?
- M. Thank you.

- (ring)
- F. May I speak with Mrs. Parker, please?
- F. Thank you.
- (ring)
- M. May I speak with Mr. Johnson please?
- M. Thank you.
- F. Now, everyone take the call. Tell the caller the person isn't in and offer to take the message. You speak first and identify yourselves.
- (ring)
- M. May I speak with Mrs. McClane, please?
- M. Yes, if you don't mind. Would you tell her that Mrs. Blake called. My number is 723-4321.
- M. Thank you. Good-bye.
- (ring)
- F. May I speak with Mrs. Sutton, please?
- F. Would you please tell her to call Miss Barnes. My number is 896-6671.
- F. Thank you. Good-bye.
- M. This ends the lesson.

M. Tape P-10-V

REVIEW DRILL — ADDITION OF FINAL S

M. Listen:

- | | |
|------------------------------|---------------------------------|
| F. I like to study English. | M. He studies English everyday. |
| F. I study English everyday. | M. He likes to study English. |

F. Change each of the following sentences so that it begins with He instead of I.

- | | |
|--------------------------------------|-------|
| M. I study English every day. | ..... |
| M. I like to study English. | ..... |
| M. I often go to the movies. | ..... |
| M. I live in Texas. | ..... |
| M. I do those exercises every day. | ..... |
| F. I carry my paper in a notebook. | ..... |
| F. I have English lessons every day. | ..... |
| F. I take the bus to school. | ..... |
| F. I get up early every morning. | ..... |
| F. I know many Spanish words. | ..... |
| F. I want to be an engineer. | ..... |

M. Listen:

F. I study English every day.

M. John studies English every day.

F. Change each of the following sentences so that it begins with John instead of I.

M. I study English every day.

M. I play basketball every afternoon.

M. I eat lunch in the cafeteria.

M. I go to school by bus.

M. I try to speak English well.

F. I have two brothers.

F. I do these exercises every day.

F. I watch television every night.

F. I sometimes listen to the radio.

M. Plural forms to nouns.

M. Listen:

F. The book is on the desk.

M. The books are on the desk.

F. The man is in the room.

M. The men are in the room.

F. Change the noun subject from singular to plural.

M. The book is on the desk.

F. Books

M. The man is in the room.

F. Men

M. The dish is on the table.

F. Dishes

M. The dress is pretty.

F. Dresses

F. The box is yellow.

M. Boxes

F. The pencil is on the desk.

M. Pencils

F. The child is in the park.

M. Children

F. The bus is full.

M. Buses

M. The church is large.

F. Churches

M. The woman is busy.

F. Women

M. The waitress is attractive.

F. Waitresses

M. The policeman is outside.

F. Policemen

F. The room is large.

M. Rooms

F. The watch is new.

M. Watches

F. The class is large.

M. Classes

F. The exercise is easy.

M. Exercises

- | | |
|-------------------------------|-------------------|
| M. The egg is fresh. | F. Eggs |
| M. The lesson is interesting. | F. Lessons |
| M. The house is new. | F. Houses |
| M. The tomato is green. | F. Tomatoes |
| M. The knife is sharp. | F. Knives |
- M. Plural form of nouns continued:
- M. Listen:
- | | |
|--------------------------------------|---------------------------------------|
| F. The class begins at nine o'clock. | M. The classes begin at nine o'clock. |
| F. The man speaks English well. | M. The men speak English well. |
- F. Change the noun subjects from singular to plural. Notice that the verb drops the "s" ending.
- F. Now you answer:
- | | |
|--|---------------------------|
| M. The class begins at nine o'clock. | F. Classes begin |
| M. The man speaks English well. | F. Men speak |
| M. The woman seems tired. | F. Women seem |
| M. The boy often plays in the park. | F. Boys play |
| F. The child often plays in the park. | M. Children play |
| F. The leaf falls from the tree in winter. | M. Leaves fall |
| F. The train leaves at six o'clock. | M. Trains leave |
| F. The teacher speaks clearly. | M. Teachers speak |
| M. The bus always arrives on time. | F. Busses arrive |
| M. The girl likes to swim. | F. Girls like |
| M. The house faces the street. | F. Houses face |
| M. The policeman directs the traffic. | F. Policemen direct |
| F. The mailman brings the mail. | M. Mailmen bring |
| F. The dog runs after the cat. | M. Dogs run |
| F. The lesson ends at ten o'clock. | M. Lessons end |
| F. The student knows the lesson well. | M. Students know |
| M. The plane leaves from gate 6. | F. Planes leave |
| M. The meeting starts at seven o'clock. | F. Meetings start |
| M. The bus stops at this corner. | F. Busses stop |
- M. Changing *this* to *these*.
- M. Listen:
- | | |
|----------------------------|----------------------------|
| F. This book is new. | M. These books are new. |
| F. This apple is sweet. | M. These apples are sweet. |
| F. This letter is for you. | F. Now you answer: |

M. These letters are for you.

M. This book is new.

M. This apple is sweet.

M. This exercise is not difficult.

M. This letter is for you.

M. This window is open.

F. This room is warm.

F. This class is interesting.

F. This man is tired.

F. This office is closed.

F. This orange is sour.

M. This street is very wide.

M. This box is heavy.

M. This town is very old.

M. This lesson is easy.

M. This seat is occupied.

F. This girl is sick.

F. This sandwich is for you.

F. This bus is full.

F. This dog is lost.

F. This cat is hungry.

F. This boy is thirsty.

F. Listen:

F. That book is new.

F. That man is French.

F. That seat is occupied.

M. Those books are new.

M. Those men are French.

M. Those seats are occupied.

F. Now you answer:

M. That book is new.

M. That man is French.

M. That seat is occupied.

M. That apple is green.

M. That woman is sick.

F. That lesson is easy.

F. That bus is full.

- F. That cat is pretty.
- F. That boy is clever.
- F. That building is very old.
- M. That door is locked.
- M. That dress is expensive.
- M. That child is hungry.
- M. That window is open.
- M. That exercise is difficult.
- F. That rug is dirty.
- F. That box is heavy
- F. That girl is attractive.
- F. That office is closed.
- F. That chair is broken.
- F. That apartment is large.

M. Third Person Negative.

M. Listen:

- F. She speaks English well.
- F. She lives near us.
- F. She plays the piano well.

- M. He doesn't speak English well.
- M. He doesn't live near us.
- M. He doesn't play the piano well.

F. Now you answer:

- M. She speaks English well.
- M. She plays the piano well.
- M. She wants to study Spanish.
- M. She knows them well.
- M. She lives near us.
- F. She needs a larger room.
- F. She works in town.
- F. She drives to work.
- F. She works with Bill.
- F. She likes to swim.
- M. She comes to school by bus.
- M. She leaves home at seven o'clock.
- M. She understands the assignment.

- M. She speaks very clearly.
- F. She plays on the team.
- F. She makes many mistakes.
- F. She always tells the truth
- F. She goes home every summer.

M. This ends the lesson.

SOMETHING ABOUT NAVAJO HISTORY

Navajo legends tell that The People emerged from underground into the Southwest. However, the generally held belief of anthropologists is that they came across the Bering Strait in early times, though perhaps somewhat later than the other tribes which inhabited the Southwest.

Be that as it may, they first came into the light of history while they were living in an area along the Colorado-New Mexico boundary, between the Chama and upper San Juan Rivers. This was in the late 14th or early 15th century. From there they spread south and west into what is now known as the Navajo Country. In the early 1600's they were an aggressive and powerful tribe.

Sometime during the 1600's they acquired horses and sheep from the Spaniards, as well as the use of metal and the knowledge of working wool. The Navajos are famous for their adaptability, and in those early centuries they learned much of the culture that has made them the people they are today. It has been said of them that while they formerly copied a great deal from their neighbors, they improved on everything they copied.

They were increasing in numbers during this time, also. According to legend, there were originally four Navajo clans. They have added to these, in particular from the Pueblos, until today there are more than sixty. Since marriage within the clan is still regarded as incest, it can be understood that the Navajo "population explosion" necessitated the addition of other clans.

Until the advent of white soldiers in their territory, the Navajos were semi-nomadic; although they lived in loosely defined areas, they swarmed all over their country, raiding one day and appearing miles away the next. They had no friends among other tribes, and regarded the oncoming white settlers as enemies. Everyone's hand was against them and they retaliated with all the strength they could muster, with the result that the Navajo country was a dangerous place for anyone but a Navajo to appear.

The first military expedition against The People was made in the winter of 1846, when Col. Doniphan and 350 soldiers met with them at Bear Springs, later Fort Wingate, and signed a nominal treaty. Since there was no acknowledged Navajo head, any leader of a band who signed a treaty was responsible for his own people only; this fact was not understood by the Army, which held all Navajos responsible for all treaty promises. This led to retaliation, further treaties, increased misunderstandings, and more raids, for the next twenty years. Finally, it was decided to round up The People and send them to Fort Sumner, New Mexico, where they were to settle down, learn the art of farming, and become peaceful citizens, insofar as they were able.

Col. Kit Carson was given the task of locating the Navajos. They hid in such vastnesses as Canyon de Chelly, from which they defied the troops to dislodge them. It became necessary to kill their sheep, destroy their cornfields, and devastate their orchards, literally to starve them into submission. Even then, not all the Navajos surrendered. Bands of people fled into the far western and northern parts of the area, there to hide and elude the troops until they were finally left unmolested.

Those who went to Fort Sumner found little there to their liking. The water was bad, their old enemies, such as the Comanches, raided them at every chance; they had no heart to try to make a success of something they so bitterly detested. After four heart-breaking years they petitioned the Peace Commission to be allowed to return to their old homes, and promised that they would cause no more trouble. The Treaty of 1868, which resulted, also recorded the promises made by the white men. Freed of their captivity, The People walked back to their homeland.

Even then they found troubles. They were still beset by enemy tribes, and the Army contractors who were to feed them and put them on their feet again, often profiteered. But both sides were trying and when in 1869 an issue of sheep and goats was made, the Navajos felt encouraged.

So, less than a hundred years ago, the Navajo people made a new start toward progress. That they had the stamina, the great urge to succeed, the will to work, and the adaptability which has always characterized them, is obvious in the progress the Tribe has made within this century.

Better living conditions now prevail through out the reservation. The People have schools and hospitals. Paved roads now criss-cross the reservation. A new \$8 million saw-mill furnished employment for many Navajos. Tribal parks, civic centers, and other recreational facilities provide pleasure for thousands. With these, and through the valuable oil, uranium, helium, mineral and other holdings of the Tribe as a whole, they have the means to further their ambition to become sharing citizens of the United States.

FOURTEENTH WEEK ENRICHMENT

Adjectives and Adverbs — Comparison

1. John is (tall) his brother.
2. This book was (expensive) that one.
3. Helen is not (old) I.
4. She can speak English (good) the teacher.
5. John can't swim (fast) I.
6. I came (soon) possible.
7. I did (good) I could on the examination.
8. The boy ran home (fast) his legs could carry him.
9. Telephone me (soon) you get home.
10. I don't think it is (cold) it was yesterday.
11. He came (quick) he could.

12. She can do the work (easy) I.
13. I am not (tired) I was yesterday.
14. She doesn't work (hard) the other students.
15. Your pronunciation is certainly (good) mine.
16. We go to the movies (often) we can.
17. Naturally, I cannot speak English (rapid) the teacher.
18. I do my homework (careful) I can.
19. She plays the piano (beautiful) anyone I have ever heard.
20. He is almost (rich) Rockefeller.
21. She visits us (often) she can.
22. I telephoned to you (soon) I could.

COMPARISON OF ADJECTIVES

Change these adjectives to their comparative and superlative forms.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
1. sunny		
2. mighty		
3. blue		
4. healthy		
5. bright		
6. drowsy		
7. swift		
8. fancy		
9. grave		
10. sharp		
11. hungry		
12. proud		
13. homely		
14. gay		
15. pale		
16. juicy		
17. plain		
18. sorry		
19. cheap		

- | | | |
|-----------|-------|-------|
| 20. silly | ..... | ..... |
| 21. jolly | ..... | ..... |
| 22. late | ..... | ..... |
| 23. dusty | ..... | ..... |
| 24. cozy | ..... | ..... |
| 25. crazy | ..... | ..... |

PAST TENSE OF VERBS

Change these verbs to the past tense by adding *d* or *ed*. Double the final consonants or change final *y* to *i* before adding *ed* when necessary.

- | | | | | | |
|-------------|-------|--------------|-------|--------------|-------|
| 1. snap | ..... | 18. multiply | ..... | 35. connect | ..... |
| 2. select | ..... | 19. peg | ..... | 36. slam | ..... |
| 3. amount | ..... | 20. glue | ..... | 37. outline | ..... |
| 4. shop | ..... | 21. pat | ..... | 38. spot | ..... |
| 5. hurry | ..... | 22. scorch | ..... | 39. frighten | ..... |
| 6. suppose | ..... | 23. swat | ..... | 40. pity | ..... |
| 7. slap | ..... | 24. marry | ..... | 41. clap | ..... |
| 8. ram | ..... | 25. agree | ..... | 42. outfit | ..... |
| 9. defeat | ..... | 26. club | ..... | 43. deserve | ..... |
| 10. tag | ..... | 27. rap | ..... | 44. hum | ..... |
| 11. coach | ..... | 28. alarm | ..... | 45. fret | ..... |
| 12. study | ..... | 29. plug | ..... | 46. arrive | ..... |
| 13. dot | ..... | 30. happen | ..... | 47. repay | ..... |
| 14. bar | ..... | 31. slip | ..... | 48. compare | ..... |
| 15. scrap | ..... | 32. pay | ..... | 49. blot | ..... |
| 16. bandage | ..... | 33. drug | ..... | 50. sip | ..... |
| 17. dim | ..... | 34. strip | ..... |  |  |

LANGUAGE LESSON PLANS

FOR LAB I

FIFTEENTH WEEK

PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1 Provide review speaking practice with the final "s" sounds. Provide background for Navajo history.	Provide oral and/or written pluralization of the "s" and of 3rd person singular verb endings in the present. Script P-10-V has suggested drills and lesson content. Excerpts from <i>Readings and Poems for Christmas</i>, choral and individual readings.	Production of final "s" in pluralization and 3rd person present verb endings; pattern drills requiring changes from 1st to 3rd person subjects; reinforcement in the speaking of 3rd person endings; conversational sentences in drills with pluralization of nouns involving /s/ /z/ /iz/. <i>Something About Navajo History</i> pp. 94, 95 (manual)	Tape P-10-V: Review Drills Final "s" Sounds Speak-Sheets PP-7-V, P-5-V
SESSION 2 Provide dialogue practice and participation drills: Review, ordering in restaurant Use of future with "won't" Police requests, answers Conditional sentences (present & future)	Refer to Script D-4-V for lesson coverage. Consider oral completions to teacher-provided conditional sentences. Pages 102-106, <i>Regents II</i> may be helpful. Select enjoyable Christmas readings.	Dialogue participation involving restaurant order exchange; questions involving "won't" with future; drills requiring polite answers, acceptances and refusals; tag-on questions with "won't he"; conditional sentences (If she studies, will she learn?); general review reinforcing all of the new learnings.	Tape D-4-V: Dialogue practice <i>House by the Side of The Road</i> for individual reading.
SESSION 3 Provide dialogue practice: giving short answers asking positive and negative questions Provide pronunciation drills: the /v/ sound, as in very	Provide oral and/or written practice with short answers. <i>English This way</i> #2 and #3 have appropriate exercises. Refer to Script S-16-V for suggested content. Also Speak-Sheet S-16-V. Provide articulation help for the /v/; and listening discrimination for the /v/ and /b/ sounds (if necessary). See Quiz #7.	Practice in the use of short, courteous answers; pattern drills to discourage the use of one-word "yes" and "no's"; practice in phrasing positive and negative questions; production and recognition of the /v/ sound; minimal pairs using /b/ and /v/ in initial position; conversational sentences with /b/ and /v/.	Script S-16-V: Short answers Pos. and neg. questions The /v/ sound Speak-Sheet S-16 <i>Hiawatha</i> (model tape)

Week's Lessons Follow

F. Tape D-4-V

DIALOGUE PRACTICE; PARTICIPATION DRILL

F. Exchange headphones please.

M. (juice)

F. What kind of juice will you have?

M. I think I'll have tomato juice today.

M. (soup)

F. What kind of soup will you have?

M. I think I'll have vegetable soup today.

M. (vegetable)

F. What kind of vegetable will you have?

M. I think I'll have peas today.

M. (meat)

F. What kind of meat will you have?

M. I think I'll have chicken today.

M. Odds ask; evens answer:

F. Juice

F. Soup

F. Vegetable

M. Meat

M. Dessert

F. Evens ask; odds answer:

M. Juice

M. Soup

M. Vegetable

F. Meat

F. Dessert

M. Listen:

F. (your sister)

M. Will your sister be able to come today?

F. No, she won't. She won't be able to come today.

F. (Mr. Jones)

M. Will Mr. Jones be able to come today?

F. No, he won't. He won't be able to come today.

F. (your mother)

M. Will your mother be able to come today?

F. No, she won't. She won't be able to come today.

F. (your brother)

M. Will your brother be able to come today?

F. No, he won't. He won't be able to come today.

M. Odds ask; evens answer:

F. Your sister

F. Mr. Jones

F. Your mother

M. Your brother

M. Bill

M. Dr. Ellison

M. Ruth

F. Evens ask; odds answer:

M. Your sister

M. Mr. Jones

M. Your mother

F. Your brother

F. Bill

F. Dr. Ellison

F. Ruth

M. Listen:

F. (close the door)

F. (close the window)

F. (help me)

F. (turn on the radio)

M. Will you close the door please?

F. Yes certainly. I'll be glad to.

F. I'll close it right away.

M. Will you close the window please?

F. Yes certainly. I'll be glad to.

F. I'll close it right away.

M. Will you help me please?

F. Yes certainly. I'll be glad to.

F. I'll help you right away.

M. Will you turn on the radio please?

F. Yes certainly. I'll be glad to.

F. I'll turn on the radio right away.

M. Odds ask; evens answer:

F. Close the door

F. Close the window

F. Help me

F. Turn on the radio

M. Turn the light off

M. Repeat the question

M. Explain this to me

M. Answer this letter

F. Evens ask; odds answer:

M. Close the door

M. Close the window

M. Help me

M. Turn on the radio

F. Turn the light off

F. Repeat the question

F. Explain this to me

F. Answer this letter

M. Listen:

F. (your brother)

F. (your sister)

F. (your friends)

F. (Mr. and Mrs. Smith)

M. Your brother will be here today, won't he?

F. Yes, he will; he'll be here today.

M. Your sister will be here today, won't she?

F. Yes, she will; she'll be here today.

M. Your friends will be here today, won't they?

F. Yes, they will; they'll be here today.

M. Mr. and Mrs. Smith will be here today, won't they?

F. Yes, they will; they'll be here today.

M. Evens ask; odds answer:

F. Your brother

F. Your sister

F. Your friends

M. Mr. and Mrs. Smith

M. John

M. Betty

M. Your teacher

F. Odds ask; evens answer:

M. Your brother

M. Your sister

M. Your friends

F. Mr. and Mrs. Smith

F. John

F. Betty

F. Your teacher

M. Listen:

F. Study - learn

M. If she studies, will she learn?

F. Yes she will. If she studies, she'll learn.

F. Hurry, be on time

M. If she hurries, will she be on time?

F. Yes she will. If she hurries she'll be on time.

F. Have time, help us

M. If she has time, will she help us?

F. Yes she will. If she has time, he will help us.

F. Know the answer, tell us

M. If she knows the answer, will she tell us?

F. Yes she will. If she knows the answer she will tell us.

M. Evens ask; odds answer:

F. Study - learn

F. Hurry, be on time

F. Have time, help us

M. Know the answer, tell us

M. Arrive today, call us

M. Hear the alarm, get up

M. Understand, answer the question

F. Odds ask; evens answer:

M. Study - learn

M. Hurry, be on time

M. Have time, help us

F. Know the answer, tell us

F. Arrive today, call us

F. Hear the alarm, get up

F. Understand, answer the question

M. Return the headphones please.

M. To review the lesson, everyone answer the following:

F. What kind of juice will you have?

F. What kind of soup will you have?

F. What kind of vegetable will you have?

F. What kind of meat will you have?

F. What kind of dessert will you have?

M. Will your sister be able to come?

- M. Will Mr. Jones be able to come?
- M. Will your mother be able to come?
- M. Will your brother be able to come?
- M. Will Bill be able to come?
- M. Will Dr. Ellison be able to come?
- F. Will you close the door please?
- F. Will you close the window please?
- F. Will you help me please?
- F. Will you turn on the radio please?
- F. Will you repeat the question please?
- M. Your brother will be here today, won't he?
- M. Your sister will be here today, won't she?
- M. Your friends will be here today, won't they?
- F. If she studies, will she learn?
- F. If she hurries, will she be on time?
- F. If she has time, will she help us?
- F. If she knows the answer, will she tell us?
- M. This ends the lesson.

M. Tape S-16-V

SHORT ANSWERS —

asking affirmative and negative questions

M. Pronunciation drills, the V sounds.

M. Review of common irregular verbs.

M. Listen:

- | | |
|-------------------------------------|-----------------|
| F. Did your brother write to you? | M. Yes he did. |
| F. Are we early? | M. Yes we are. |
| F. Do you understand the question? | M. Yes I do. |
| F. Does Bill understand the answer? | M. Yes he does. |
| F. Did you drink my coffee? | M. Yes I did. |

F. Now you answer with yes and the short answer:

- | | |
|------------------------------------|--------------|
| M. Did your brother write to you? | F. did |
| M. Are we early? | F. are |
| M. Do you understand the question? | F. do |

- | | |
|---|---------------|
| M. Does Bill know the answer? | F. does |
| M. Is he going to be a mechanic? | F. is |
| F. Did you drink my coffee? | M. did |
| F. Are you going to school tomorrow? | M. am |
| F. Did you have a test Friday? | M. did |
| F. Is there a blackboard in this classroom? | M. is |
| F. Is this your book? | M. is |

M. Now answer with "no" and a short answer:

- | | |
|--------------------------------------|------------------|
| F. Did John eat an orange for lunch? | M. didn't |
| F. Do you speak English? | M. don't |
| F. Is Bill going to study tonight? | M. isn't |
| F. Does your sister work? | M. doesn't |
| F. Did the telephone ring? | M. didn't |
| M. Are there enough chairs here? | F. aren't |
| M. Was that Miss Jones? | F. isn't |
| M. Is she your teacher? | F. isn't |
| M. Did she teach English last year? | F. didn't |

F. Listen:

- | | |
|----------------------|----------------|
| M. He's a doctor | F. Isn't he? |
| M. She was on time | F. Wasn't she? |
| M. He went by bus | F. Didn't he? |
| M. You speak English | F. Don't you? |
| M. He's from Texas | F. Isn't he? |

M. Now follow the example and attach the question:

- | | |
|----------------------------|--------------------------------------|
| F. He's a doctor | M. He's from Texas |
| F. She was on time | M. We're on time |
| F. He went by bus | M. You understood the question |
| F. You speak English | M. They knew the answer |
| F. You saw it | |
| F. Bill's a mechanic | |
| F. This is your car | |
| F. John's coming | |
| F. You're leaving | |

M. Listen:

- | | |
|----------------------------|-------------|
| F. He's not a doctor | M. Is he? |
| F. She wasn't on time | M. Was she? |
| F. He didn't go by bus | M. Did he? |
| F. You don't speak Spanish | M. Do you? |

F. Now you follow the example and attach the question:

- | | |
|--|---------------------------------------|
| M. He's not a doctor | M. Mary doesn't drive |
| M. She wasn't on time | F. They didn't tell the teacher |
| M. He didn't go by bus | F. The telephone didn't ring |
| M. You don't speak Spanish | F. You don't know the answer |
| M. She's not a nurse | F. You didn't think about it |
| M. They're not going to the movies | |
| M. These exercises aren't tough | |

F. The V sound. Listen and repeat:

- | | | |
|--------------------|------------------|----------------|
| M. very | M. ever | M. have |
| M. visit | M. never | M. gave |
| M. village | M. every | M. give |
| M. Virginia | M. over | M. live |
| M. vein | M. clover | M. love |
| M. vine | M. river | M. glove |
| M. violet | M. cover | M. above |
| M. valentine | M. evening | M. dove |
| M. valley | M. invite | M. five |

F. The V sound. Listen and repeat:

- | | | |
|--------------------|------------------|-----------------|
| F. value | F. divide | F. dive |
| F. vegetable | F. heavy | F. move |
| F. vessel | F. seventy | F. save |
| F. vest | F. lovely | F. cave |
| F. voice | F. servant | F. brave |
| F. various | F. velvet | F. slave |
| F. vain | F. even | F. wave |
| F. vote | F. given | F. wove |
| F. vein | F. seven | F. stove |
| | F. eleven | F. leave |
| | F. heaven | F. twelve |

- M. Virginia is visiting Dot
- M. Dot lives in a village
- M. The village is near the river
- F. Dot and Virginia go to the river every evening
- F. I'll visit her on my vacation
- F. They never look at television
- M. Listen and repeat:
- F. I want to visit Bill this weekend.
- M. He's busy every evening this week.
- F. We were both very tired.
- M. I wish my vacation would begin.
- F. Listen and repeat:
- | | |
|-----------------------|------------------------|
| M. bat - vat | F. bet - vet |
| M. boat - vote | F. bend - vend |
| M. berry - very | F. cabs - calves |
- M. Bill is very much better today.
- F. Do these berries grow on vines or bushes?
- M. Every boy in school plays volleyball.
- F. In English B and V are both voiced.
- M. Listen:
- | | |
|--------------------------------|-----------------------|
| F. Did John buy a new suit? | M. Yes he bought one. |
| F. Did Mary come to see you? | M. Yes she came. |
| F. Did you see John yesterday? | M. Yes I saw him. |
| F. Did you forget your pen? | M. Yes I forgot it. |
- F. Now you answer using the past form of the verb:
- | | |
|---------------------------------|-----------------|
| M. Did John buy a new suit? | F. bought |
| M. Did Mary come to see you? | F. came |
| M. Did you see John yesterday? | F. saw |
| M. Did you forget your pen? | F. forgot |
| F. Did the telephone ring? | M. rang |
| F. Did you have a test today? | M. had |
| F. Did John give you that book? | M. gave |
| F. Did Mary know her lesson? | M. knew |

F. Now you give your own answers:

- M. What did he think about it?
- M. Who did she write to last night?
- F. How did John feel yesterday?
- F. When did you find out?
- M. What did you forget?
- M. What did Mary say?
- F. How much money did you spend?
- F. Where did you set?
- M. When did the movie begin?
- M. What time did you eat lunch?
- F. What did you drink?
- F. Where were you last night?

M. Give a short answer with "yes."

- F. Are we early?
- F. Do you understand the question?
- F. Is she going to be a nurse?
- F. Is this your book?

M. Now give a short answer with "no."

- F. Did the telephone ring?
- F. Was that Miss Jones?
- F. Does she teach English?
- F. Are there enough choices?

FIFTEENTH WEEK ENRICHMENT

The sound of /v/ as in very

Making the sound:

To make the sound of /v/, place the upper teeth lightly on the lower lip and blow as you did for the /f/ sound, but the voice is used this time. This is what we call a voiced sound.

Sound Picture: *Revvng*

Try to make the *Revv*ing sound in the following rhyme:

LET'S HELP EVVY

Down on the levee,	V - v - v - v
Lives little Evvy,	It won't start,
Rev up the Chevvy, Evvy,	Oh, my, my,
V - v - v - v	Rev up the motor,
It's old and it's heavy,	One more try!
Rev up the Chevvy, Evvy,	Vvvvv VAROOM!

Using the sound:

The spelling rules for the sound of /v/ are consistent and easy to learn.

v sounds like /v/ in Valentine

f sounds like /v/ in of

ph sounds like /v/ in Stephen

vv sounds like /v/ in flivver

Final blends are sometimes undervoiced. PRACTICE:

/vd/

starved

carved

waved

/vz/

saves

stoves

doves

PRACTICE THESE WORDS:

valve

verve

love

vaudeville

velvet

vaunt

elves

voice

revolved

vivid

FOR PRACTICE OF /v/:

Volley, volley, volley,

Hit the ball.

Volley, volley, volley,

Hear the call.

Hit it more,

Increase the score,

Volley, volley, volley,

Volleyball!

—Mildred Kolb

"But if, of your fresh sweet nature
The veriest vestige survive,
You remember that moment's madness,
You remember that moonlight drive."

—William Wetmore Story

FOR PRACTICE OF /v/:

vet

rove

vest

vote

vine

vend

very

dove

vile

revel

vent

verse

vowel

veil

vanish

vein

veal

Pronunciation of /v/ in words:

<i>Beginning</i>	<i>Final</i>	<i>Medial</i>
voice	five	cover
visit	gave	several
valley	stove	advance
value	move	favor
view	brave	diving

Pronunciation of /v/ in phrases:

1. to travel over the vast river
2. violets growing near the gravel driveway
3. seven leaves painted on velvet
4. diving through every wave
5. various valuable silver-lines sleeves

Pronunciation of /v/ in sentences:

1. The grape vines in the valley provided red wine.
2. The silver vase was discovered in the wet clover.
3. A good vocabulary is a very valuable asset.
4. The heavy stove was moved near the ventilator.
5. Everything of value in Bob's bank vault had vanished.

Pronunciation of /v/ in a short paragraph:

Dewey Boulevard, a water-front drive that compares favorably with Chicago's Lake-shore Drive, is always crowded with all kinds of traffic. The vehicles range from converted army jeeps which serve as small busses, to new expensive American cars and horse-drawn carriages. The carriages lend a delightful Old World flavor to the city.

POOR OLD LADY

Unknown

Poor old lady, she swallowed a fly,
I don't know why she swallowed a fly.
Poor old lady, I think she'll die.

Poor old lady, she swallowed a spider.
It squirmed and squiggled and turned inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed a fly.
Poor old lady, I think she'll die.

Poor old lady, she swallowed a bird.
How absurd! She swallowed a bird.
She swallowed the bird to catch the spider,
She swallowed the spider to catch the fly,
I don't know why she swallowed a fly.
Poor old lady, I think she'll die.

Poor old lady, she swallowed a cat.
Think of that! She swallowed a cat.

She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider.
She swallowed the spider to catch the fly,
I don't know why she swallowed a fly.
Poor old lady, I think she'll die.

Poor old lady, she swallowed a dog.
She went the whole hog when she swallowed the dog.
She swallowed the dog to catch the cat,
She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider,
She swallowed the spider to catch the fly,
I don't know why she swallowed a fly.
Poor old lady, I think she'll die.

Poor old lady, she swallowed a cow.
I don't know how she swallowed the cow.
She swallowed the cow to catch the dog,
She swallowed the dog to catch the cat,
She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider,
She swallowed the spider to catch the fly,
I don't know why she swallowed a fly.
Poor old lady, I think she'll die.

Poor old lady, she swallowed a horse.
She died, of course.

CHRISTMAS SPIRIT

I am the Christmas spirit!

I enter the home of poverty, causing palefaced children to open their eyes wide, in pleased wonder.

I cause the miser's clutched hand to relax, and thus paint a bright spot on his soul.

I cause the aged to renew their youth and to laugh in the old, glad way.

I keep romance alive in the heart of childhood, and brighten sleep with dreams woven of magic.

I cause eager feet to climb dark stairways with filled baskets, leaving behind hearts amazed at the goodness of the world.

I cause the prodigal to pause a moment on his wild, wasteful way, and send to anxious love some little token that releases glad tears — tears which wash away the hard lines of sorrow.

I enter dark prison cells, reminding scarred manhood of what might have been, and pointing forward to good days yet to be.

I come softly into the still, white home of pain, and lips that are too weak to speak just tremble in silent, eloquent gratitude.

In a thousand ways I cause the weary world to look up into the face of God, and for a little moment forget the things that are small and wretched.

I am the Christmas spirit!

— E. C. Baird

THE CHRISTMAS STORY

according to *Saint Luke*

Now it came to pass in those days, that a decree went forth from Caesar Augustus that a census of the whole world should be taken. This first census took place while Cyrinus was governor of Syria. And all were going, each to his own town, to register.

And Joseph also went from Galilee out of town of Nazareth into Judea to the town of David, which is called Bethlehem — because he was of the house of David — to register, together with Mary, his espoused wife, who was with child. And it came to pass they were there, that the days for her to be delivered were fulfilled. And she brought forth her firstborn son, and wrapped him in swaddling clothes, and laid him in a manger, because there was no room for them in the inn.

And there were shepherds in the same district living in the fields and keeping watch over their flock by night. And behold, an angel of the Lord stood by them and the Glory of God shone round about them, and they feared exceedingly.

And the angel said to them, "Do not be afraid, for behold, I bring you good news of great joy which shall be to all the people; for today in the town of David, a Savior has been born to you, who is Christ the Lord. And this shall be a sign to you: you will find an infant wrapped in swaddling clothes and lying in a manger." And suddenly there was with the angel a multitude of the heavenly host praising God and saying, "Glory to God in the highest, and on earth peace to men of good will."

And it came to pass, when the angels had departed from them into heaven, that the shepherds were saying to one another, "Let us go over to Bethlehem and see this thing that has come to pass, which the Lord has made known to us."

So they went with haste, and they found Mary and Joseph, and the babe lying in the manger. And when they had seen, they understood what had been told them by the shepherds. But Mary kept in mind all these things, pondering them in her heart.

And the shepherds returned, glorifying and praising God for all that they had heard and seen, even as it was spoken to them.

From BLESSING WAY

A Navajo Rite

One story represents Changing Woman as the first and ideal baby, found under supernatural conditions. First Man reported to his wife that for four days a dark rain cloud had hovered over the Central Sacred Mountain; finally, the mountain was covered with rain, an indication that supernatural events were taking place. Singing a song, he walked to the place and found a baby crying. He discovered the baby in a cradle made of Sky Messengers — two short rainbows under the baby and crosswire at its crest and feet were red sunrays. A curved rainbow arched over the face. Wrapped in a dark cloud, the infant was covered with bark, blue, yellow, and white clouds, held in by side lacings of zigzag lightning with a sunbeam laced through them. First Man did not know what to do with the baby and took it home to First Woman who, with the aid of Mirage Talking God, raised it. The eyes of the baby were black as charcoal and there was no blemish anywhere on its body. First Man and Talking God agreed that it should be fed on collected pollen moistened with game broth and the dew of beautiful flowers. Salt Woman said she wanted the child and some say it was given to her.

CHRISTMAS CARD WEATHER

The card the weather makes
Is sketched with pens of snow,
A host of fine, fast-flying flakes
That greet you as you go

And blot the fences out and fill
The paths we used to follow,
With sudden peaks, an unknown hill,
An unsuspected hollow.

It scrawls its signature on brooks
And crystals it in ice,
And makes a fairyland of nooks
And boughs. And in a trice

Has framed a wish as wide and clear
As is our wish tonight,
For warm, old-fashioned Christmas cheer
And Christmas crisp and white!

— Helen Harrington

OUR CHRISTMAS PRAYER

For the happiness of Christmas
With its time of friendly giving,

For the star that led the Wise Men
To a joyous way of living,

For the little Baby Jesus
Lifting tiny hands to bless us,

For the tender smile of Mary
Which today may still caress us,

For wondering beasts that quiet stood
In gentle silence listening,

While shepherds followed from afar
The star all gold and glistening,

For angels singing with delight
Upon that holiest, holy night,

May we be kind and gentle too
In all the things we strive to do.

Unto each heart that here today
Impatient waits for Christmas morn,

Make known the meaning of the words
That "Unto us a Child is born."

Dear Jesus, hear our Christmas prayer,
And bless Thy children, everywhere.

Amen.

— Ann Trott Talmage

AN IRISH LEGEND

Whoever's born on Christmas
Is favored from the start;
Has laughter and good fortune
And a contented heart;
Is loved by noble company,
Has all that should suffice.

THE CHILDREN'S CAROL

Here we come again, again, and here we come again!

Christmas is a single pearl swinging on a chain,

Christmas is a single flower in a barren wood,

Christmas is a single sail on the salty flood,

Christmas is a single star in the empty sky,

Christmas is a single song sung for charity.

Here we come again, again, to sing to you again,

Give a single penny that we may not sing in vain.

—Eleanor Farjeon



SONG

Why do bells for Christmas ring?
 Why do little children sing?
 Once a lovely shining star,
 Seen by shepherds from afar,
 Gently moved until its light
 Made a manger's cradle bright.
 There a darling baby lay,
 Pillowed soft upon the hay;
 And its mother sang and smiled,
 "This is Christ, the holy Child!"
 Therefore bells for Christmas ring,
 Therefore little children sing.

— Eugene Field

WHEN THE BELLS RING OUT

'Tis Christmas time when the bells ring out,
 And the thrill of their fairy chime
 Sings to a world of a Babe, newborn,
 In that glad old Christmas time;
 Sings to the heart, "Look up — look up —
 To the skies that bend above,
 Look up from the shadows that dim the road
 To the star-strewn way of love!"
 When the bells peal out on a world of white,
 O'er the mountain top and plain,
 Then it's holly time, its' happy time,
 For it's Christmas time again!

— Walter S. Wheeler

CHRISTMAS BELLS

I heard the bells on Christmas Day
 Their old, familiar carols play
 And wild and sweet
 The words repeat
 Of peace on earth, good-will to men!

 And thought how, as the day had come,
 The belfries of all Christendom
 Had rolled along
 The unbroken song
 Of peace on earth, good-will to men!

 Till, ringing, singing on its way,
 The world received from night to day
 A voice, a chime,
 A chant sublime
 Of peace on earth, good-will to men!

 Then from each black, accursed mouth
 The cannon thundered in the South,
 And with the sound
 The carols drowned
 Of peace on earth, good-will to men!

It was as if an earthquake rent
 The hearth-stones of a continent,
 And made forlorn
 The households born
 Of peace on earth, good-will to men!

 And in despair I bowed my head;
 "There is no peace on earth," I said;
 For hate is strong,
 And mock the song
 Of peace on earth, good-will to men!"

 Then pealed the bells more loud and deep:
 "God is not dead; nor doth he sleep!
 The Wrong shall fail,
 The Right prevail,
 With peace on earth, good-will to men!"



— Henry Wadsworth Longfellow

CHRISTMAS MORNING

If Bethlehem were here today,
Or this were very long ago,
There wouldn't be a winter time
Nor any cold or snow.

I'd run out through the garden gate,
And down along the pasture walk;
And off beside the cattle barns
I'd hear a kind of gentle talk.

I'd move the heavy iron chain
And pull away the wooden pin;
I'd push the door a little bit
And tiptoe very softly in.

The pigeons and the yellow hens
And all the cows would stand away;
Their eyes would open wide to see
A lady in the manger hay.

If this were very long ago
And Bethlehem were here today.

And Mother held my hand and smiled —
I mean the lady would — and she
Would take the wooly blankets off
Her little boy so I could see.

His shut-up eyes would be asleep,
And He would look like our John,
And He would be all crumpled too,
And have a pinkish color on.

I'd watch His breath go in and out
His little cothes would all be white.
I'd slip my finger in His hand
To feel how He could hold it tight.

And she would smile and say, "Take care,"
The mother, Mary, would' "Take care;"
And I would kiss His little hand
And touch His hair.

While Mary put the blankets back
The gentle talk would soon begin.
And when I'd tiptoe softly out
I'd meet the wise men going in.

— Elizabeth Maddox Roberts

"REJOICE! REJOICE! THE ANGELS SING"

There was cause for rejoicing that night in the stable by the crowded inn in the village of Bethlehem so long ago. In the manger there, a Child was born, to be named Jesus Christ, son of Mary who was the wife of Joseph. Outside in the desert hills the shepherds shivered in their cloaks in the cold, night air, but inside it was warm from the warmth of simple creatures stabled therein.

In the dim, flickering candlelight, among such humble surroundings, the Infant Jesus, who came to be called King of Kings, saw the adoration in His mother's eyes, felt the love to her embrace, and all was well with the world. It was God's will that in this way it should happen. Wondrous night! Wondrous event!

And there was rejoicing in Heaven where the angels sang, and there was rejoicing in the hearts of all men of good will.

All this happened a long, long time ago, but so vivid is the memory of that eventful night in Bethlehem and so profound has its meaning and significance been on generations and generations of mankind since, that it might have happened only yesterday.

And Jesus Christ, the Son of God, went into the world to preach God's Word, and the Word was good, honest and true, proclaiming the Glory of Heaven and the dignity of man.

Millions and millions of people who have lived and died since the birth of Christ have found solace and strength in His message, their lives enriched by its meaningful promise. So it will be for the millions to come, the millions yet unborn.

Rejoice! Rejoice! The angels sing! There is cause for rejoicing now as there was that night so long ago.

— Raymond Carlson

A VISIT FROM ST. NICHOLAS

by Clement C. Moore

'Twas the night before Christmas, when all through the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with care,
In hopes that St. Nicholas soon would be there;
The children were nestled all snug in their beds
While visions of sugar-plums danced in their heads;
And Mamma in her 'kerchief, and I in my cap,
Had just settled our brains for a long winter's nap,
When out on the lawn there arose such a clatter,
I sprang from my bed to see what was the matter.
Away to the window I flew like a flash,
Tore open the shutters and threw up the sash.
The moon on the breast of the new-fallen snow
Gave a lustre of midday to objects below,
When, what to my wondering eyes did appear,
But a miniature sleigh and eight tiny reindeer,
With a little old driver, so lively and quick,
I knew in a moment it must be St. Nick.
More rapid than eagles his coursers they came,
And he whistled, and shouted, and called them by name:
"Now, Dasher! Now, Dancer! Now, Prancer and Vixen!
On Comet, on Cupid, Donder and Blitzen!
To the top of the porch! To the top of the wall!
Now dash away! dash away! dash away, all!"
As dry leaves that before the wild hurricane fly
When they meet with an obstacle, mount to the sky,
So up to the housetop the coursers they flew,
With the sleigh full of toys, and St. Nicholas too.
And then, in a twinkling, I heard on the roof
The prancing and pawing of each little hoof.
As I drew in my head, and was turning around,
Down the chimney St. Nicholas came with a bound.
He was dressed all in fur, from his head to his foot,
And his clothes were all tarnished with ashes and soot;
A bundle of toys he had flung on his back,
And he looked like a peddler just opening his pack.
His eyes — how they twinkled, his dimples, how merry!
His cheeks were like roses, his nose like a cherry!
His droll little mouth was drawn up like a bow,
And the beard on his chin was as white as the snow;
The stump of a pipe he held tight in his teeth,
And the smoke, it encircled his head like a wreath;
He had a broad face and a little round belly
That shook, when he laughed, like a bowl fully of jelly.
He was chubby and plump, a right jolly old elf,
And I laughed when I saw him, in spite of myself;
A wink of his eye and a twist of his head,



Soon gave me to know I had nothing to dread;
 He spoke not a word, but went straight to his work,
 And filled all the stockings; then turned with a jerk,
 And laying his finger aside of his nose,
 And giving a nod, up the chimney he rose.
 He sprang to his sleigh, to his team gave a whistle,
 And away they all flew like the down of a thistle.
 But I heard his exclaim, ere he drove out of sight,
 "MERRY CHRISTMAS TO ALL, AND TO ALL A GOOD-NIGHT."

EVERYWHERE, EVERYWHERE, CHRISTMAS TONIGHT



Everywhere, everywhere, Christmas to-night!
 Christmas in lands of the fir tree and pine,
 Christmas in lands of the palm tree and vine,
 Christmas where snow peaks stand solemn and white,
 Christmas where cornfields lie sunny and bright!
 Christmas where children are hopeful and gay,
 Christmas where old men are patient and gray,
 Christmas where peace, like a dove in his flight,
 Broods o'er brave men in the thick of the fight,
 Everywhere, everywhere, Christmas tonight.
 For the Christ Child who comes is the Master of all;
 No palace too great and no cottage too small.

— Phillips Brooks

CHRISTMAS PINE SONG

Pine trees sing Christmas songs out in the snow,
 Songs of the Christ Child who came long ago,
 Brave as a little pine out in the night,
 Only a star and the snow for a light.

Hush, you may hear as the wind passes through:
 Mary is humming a lullaby, too;
 Joseph is searching afar . . . afar . . .
 And shepherds are following again, a Star.

Some people say when the snow whispers there
 The angels are singing a special prayer:
 Bless you and guard you and keep you from woe!
 Pine trees sing Christmas songs out in the snow.

— Esther Wood

IN EXCELSIS GLORIA!

When Christ was born of Mary free,
 In Bethlehem, in that fair citie,
 Angels sang there with mirth and glee,
 IN EXCELSIS GLORIA!

Herdsmen behold these angels bright,
 To them appearing with great light,
 Who said, "God's Son is born this night,"
 IN EXCELSIS GLORIA!

This King is come to save mankind,
 As in Scripture truths we find,
 Therefore this song have we in mind,
 IN EXCELSIS GLORIA!

Then, Dear Lord, for Thy great grace,
 Grant us the bliss to see Thy face,
 That we may sing to Thy solace,
 IN EXCELSIS GLORIA!

HOW FAR IS IT TO BETHLEHEM?

How far is it to Bethlehem?
Not very far.
Shall we find the stable-room
Lit by the star?
Can we see the Little Child,
Is He within?
If we lift the wooden latch
May we go in?
May we stroke the creatures there,
Ox, ass, or sheep?
May we peer like them and see
Jesus asleep?
If we touch His tiny hand
Will He awake?
Will He know we've come so far
Just for His sake?
Great Kings have precious gifts,
And we have nought;
Little smiles and little tears
Are all we brought.
For all weary children
Mary must weep.
Here, on His bed of straw,
Sleep, children, sleep.
God, in His Mother's arms,
Babes in the byre,
Sleep, as they sleep who find
Their heart's desire.

— Frances A. Chesterton

A CHRISTMAS CAROL

God bless the master of this house,
The mistress also,
And all the little children
That round the table go.
And all your kin and kinsmen
That dwell both far and near,
I wish you a Merry Christmas
And a Happy New Year!

— Old English Carol

CHRISTMAS CAROL

Ring out, ye bells!
All Nature swells
With gladness of the wondrous story,
The world was lorn
But Christ is born
To change our sadness into glory.

Sing, earthlings, sing!
To-night a King
Hath come from heaven's high throne to bless us.
The outstretched hand
O'er all the land
Is raised in pity to caress us.

Come at his call;
Be joyful all;
Away with mourning and sadness!
The heavenly choir
With holy fire
Their voices raise in songs of gladness.

The darkness breaks
And Dawn awakes,
Her cheeks suffused with youthful blushes.
The rocks and stones
In holy tones
Are singing sweeter than the thrushes.

They why should we
In silence be,
When Nature lends her voice to praises;
When heaven and earth
Proclaim the truth
Of Him for whom that lone star blazes?

No, be not still
But with a will
Strike all your harps and set them ringing;
On hill and heath
Let every breath
Throw all its power into singing!

— Paul Laurence Dunbar

LONG, LONG AGO

Wind through the olive trees
Softly did blow,
Round little Bethlehem
Long, long ago.
Sheep on the hillside lay
Whiter than snow.
Shepherds were watching them
Long, long ago.
Then from the happy sky
Angels bent low,
Singing their songs of joy
Long, long ago.
For in a manger bed
Cradled we know.
Christ came to Bethlehem
Long, long ago.

AN OLD CHRISTMAS GREETING

Sing Hey! Sing Hey!
For Christmas Day,
Twine Mistletoe and holly;
For Friendship grows
In winter snows,
And so let's all be jolly.
— Nursery Rhyme

BEGGAR'S RHYME

Christmas is coming, the geese are
getting fat,
Please to put a penny in the old
man's hat;
If you haven't got a penny, a
ha' penny will do.
If you haven't got a ha' penny,
God bless you!

CHRISTMAS IN THE HEART

The snow lies deep upon the ground,
And winter's brightness all around
Decks bravely out the forest sere,
With jewels of the brave old year.
The coasting crowd upon the hill
With some new spirit seems to thrill;
And all the temple bells achime
Ring out the glee of Christmas time.

In happy homes the brown oak-bough
Vies with the red-gemmed holly now;
And here and there, like pearls, there show
The berries of the mistletoe.
A sprig upon the chandelier
Says to the maidens, "Come not here!"
Even the pauper of the earth
Some kindly gift has cheered to mirth!

Within his chamber, dim and cold,
There sits a grasping miser old.
He has no thought gave one of gain, —
To grind and gather and grasp and drain.
A peal of bells, a merry shout
Assail his ear: he gazes out
Upon a world to him all gray,
And snarls, "Why, this is Christmas Day!"

No, man of ice, — for shame, for shame!
For "Christmas Day" is no mere name.
No, not for you this ringing cheer,
This festal season of the year.
And not for you the chime of bells
From holy temple rolls and swells.
In day and deed he has no part —
Who holds not Christmas in his heart!

— Paul Laurence Dunbar

CHRISTMAS BELLS



I heard a bell ring far away
The happy bell of Christmas Day:
Soon other bells took up the chime
To tell the world of Christmas time.
From belfries high and tower tall
The silver notes began to fall,
Till all the world rose glad and gay
To greet another Christmas Day.

— Frances Kirkland

THE FRIENDLY BEASTS

Jesus, our brother, strong and good,
Was humbly born in a stable rude,
And the friendly beasts around Him stood.

And every beast, by some good spell,
In the stable dark was able to tell
Of the gift he gave to Immanuel.
"I am the donkey, shaggy and brown.

I carried His mother up hill and down,
I carried her safely to Bethlehem town."
"I am the cow all white and red,
I gave Him my manger for His bed,

I gave Him my hay to pillow His head."
"I am the sheep with curly horn,
I gave Him my wool for His blanket warm,
He wore my coat on Christmas morn."

"I am the dove, from the rafters high
I cooed Him to sleep that He should not cry.
We cooed Him to sleep, my mate and I."

Thus every beast, by some good spell,
In the stable dark was able to tell
Of the gift he gave to Immanuel.

— Anonymus

THE DONKEY

When fishes flew and forests walked
And figs grew upon thorn,
Some moment when the moon was blood,
Then surely I was born;

With monstrous head and sickening cry
And ears like errant wings,
The devil's walking parody
On all four-footed things.

The tattered outlaw of the earth,
Of ancient crooked will;
Starve, scourge, deride me: I am dumb,
I keep my secret still.

Fools! For I also had my hour;
One far fierce hour and sweet:
There was a shout about my ears,
And palms before my feet.

— G. K. Chesterton

CHRISTMAS CAROL

Villagers all, this frosty tide,
Let your doors swing open wide,
Though wind may follow and snow betide
Yet draw us in by your fire to bide:
Joy shall be yours in the morning.

Here we stand in the cold and the sleet,
Blowing fingers and stamping feet,
Come from far away, you to greet —
You by the fire and we in the street —
Bidding you joy in the morning.

For ere one half of the night was gone,
Sudden a star has led us on,
Raining bliss and benison
Bliss tomorrow and more anon,
Joy for every morning.

Good man Joseph toiled through the snow —
Saw the star o'er the stable low;
Mary she might not further go —
Welcome thatch and litter below!
Joy was hers in the morning.

And then they heard the angels tell,
"Who were the first to cry Nowell?
Animals all as it befel,
In the stable where they did dwell!
Joy shall be theirs in the morning."

— Kenneth Grahame



GATES AND DOORS

There was a gentle hostler
 (And blessed be his name!)
He opened up the stable
 The night Our Lady came.
Our Lady and Saint Joseph,
 He gave them food and bed,
And Jesus Christ has found him
 A glory round his head.

So let the gate swing open
 However poor the yard,
Lest weary people visit you
 And find their passage barred;
Unlatch the door at midnight
 And let your lanterns glow
Shine out to guide the traveler's feet
 To you across the snow.

There was a courteous hostler
 (He is in heaven tonight).
He held Our Lady's bridle
 And helped her to alight;
He spread clean straw before her
 Whereon she might lie down,
And Jesus Christ has given him
 An everlasting crown.

Unlock the door this evening
 And let your gate swing wide,
Let all who ask for shelter
 Come speedily inside.
What if your yard be narrow?
 What if your house be small?
There is a guest is coming
 Will glorify it all.

There was a joyous hostler
 Who knelt on Christmas morn
Beside the radiant manger
 Wherein his Lord was born.
His heart was full of laughter,
 His soul was full of bliss
When Jesus, on His Mother's lap,
 Gave him His hand to kiss.

Unlock your heart this evening
 And keep no stranger out,
Take from your soul's great portal
 The barrier of doubt.
To humble folk and weary
 Give hearty welcoming
Your breast shall be tomorrow
 The cradle of a King.

— Joyce Kilmer

BALLAD OF THE HOLLY

The holly berry that burns so red
 (Raise high the holly!)
Once was whiter than wheaten bread.
 (As love is better than folly).
Whiter than shells along the shore
It blooms on its tree by a stable door.
Villagers come there, half-afraid,
Gifts in their hands for Child and Maid.
And one has nothing of note, so he
Fetches a branch of the holly tree.
Alas, alas, the little Newborn
Has pricked His finger upon a thorn,
Has left His blood on the spiny leaves.
Heavy of heart the holly grieves,
Sees in a terrible vision how
A crown of holly shall bind His brow
When Child is man.

For sorrow and shame
The berries have blushed as red as flame.
Says Mary the Mother,
"Take no blame.
But be of good cheer as ever you can.
Both foul and fair are the works of man,
Yet unto man has My Son been lent.
And you, dear tree, are the innocent
Who weeps for pity what man might do.
So all your thorns are forgiven you."
Now red, rejoicing, the berries shine
On jubilant doors as a Christmas sign
That desolation to joy makes way.
 (Hang high the holly!)
Holly is the symbol of Christ's Birthday.
 (When love shall vanquish folly).

THE NIGHT

On the night that Christ was born
The rivers, one hears, ran fine
And sweetly between their banks,
Filled not with water but wine.

And any man who drank
Of that beneficent tide
(Though he had stopped in anger
To drink), grew pacified,
Loving even his foeman
As dearly as his bride;

Wholly at peace with himself,
The world and everything.
While the trees in the forest blossomed
As if the winter were spring.

AS JOSEPH WAS A-WALKING

As Joseph was a-walking
He heard an angel sing,
"This night shall be the birth-time
Of Christ, the Heavenly King.

He neither shall be born
In house nor in hall,
Nor in a place of paradise,
But in an ox's stall.

He shall not be clothed
In purple nor in pall;
But in the fair white linen,
That usen babies all.

He neither shall be rocked
In silver nor in gold,
But in a wooden manger
That resteth on the mold."

As Joseph was a-walking
There did an angel sing,
And Mary's child at midnight
Was born to be our King.

Then be ye glad, good people,
This night of all the year,
And light ye up your candles,
For His star it shineth clear.

— Old English

WORDS FROM AN OLD SPANISH CAROL

Shall I tell you who will come
To Bethlehem on Christmas morn?
Who will kneel them gently down
Before the Lord new-born?

One small fish from the river,
With scales of red, red gold,
One wild bee from the heather,
One grey lamb from the fold,

One ox from the high pasture,
One black bull from the herd,
One goatling from the far hills,
One white, white bird.

And many children — God give them grace,
Bringing tall candles to light
Mary's face.

Shall I tell you who will come
To Bethlehem on Christmas morn?
Who will kneel them gently down
Before the Lord new-born?

— Ruth Sawyer

THE CHRISTMAS TREE

Wonder how the Christmas tree feels
As it stands with its trimmings gay?
Is it 'fraid of the lights and noise?
Does it wish it could run away?

Does it like the merry chatter
Of the rapturous boys and girls,
And think they're a curious kind
Of gigantic bunnies and squirrels?

Does it like the pretty presents
On its branches round about,
And wish it could join the noise
As the children laugh and shout?

Does it wish that its woodland friends
Might peep in the window and see
What a wonderful thing it is
To grow into a Christmas tree?

THE WAY TO A MERRY CHRISTMAS

Would you know, my children, the way
To reach a Merry Christmas Day?

'Tis by the Path of Sunny Smiles,
Along the Road of Friendly Cheer,
Then up the Hill of Pleasant Woods,
To Carol Crest, where songs ring clear
Through Lanes of Peace and Good Will,
Across the Bridge of Greetings Gay,
Then by the Road of Kindly Deeds
To Giving Town — and there you stay!

ON CHRISTMAS EVE

On Christmas Eve I turned the spit;
I burnt my fingers, I feel it yet;
The cock sparrow flew over the table,
The pot began to play with the ladle;
The ladle stood up like an angry man,
And vowed he'd fight the frying pan;
The frying pan behind the door
Said he never saw the like before;
And the kitchen clock I was going to wind,
Said he never saw the like behind.

— Nursery Rhyme

THE GIFT

Soon in your hand will be placed a priceless gift. Look at it closely. There is no price mark stamped on it. It cannot be weighed, because no scale can balance its value. A king's ransom in comparison is as nothing, yet it is given to beggar and prince alike. The giver asks only that it be used wisely and well.

This jewel, rare and unique, is not displayed in any shop window. It cannot be purchased, cannot be sold. No other treasure holds the possibilities this gift offers — none can surpass its golden splendor.

Of all gifts this is the most precious. It has been offered many times before; today, from the depths of a boundless love it will be given again. It will be left to you to find the golden thread running through it. Only with great care will the jewel retain its luster. Carelessness, ingratitude, and selfishness will tarnish the brilliancy, break the unspoiled thread, mar the perfection.

Guard it closely, lest through weak fingers it slip from the hand. Look often at its faultless beauty. Accept it as it is offered from the heart of the giver. Consider it the most treasured of possessions, for by all gifts it is by far the greatest.
IT IS THE GIFT OF THE NEW YEAR!

— Loretta B. Buckley



LANGUAGE LESSON PLANS			FOR LAB I		SIXTEENTH WEEK
	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS	
SESSION 1	Provide dialogue practice: giving short answers asking positive and negative questions Pronunciation drills: the /v/ sound, as in very	Provide oral and/or written practice with short answers. <i>English This Way</i> #2 and #3 have appropriate exercises. Refer to Script S-16-V for suggested content. Also Speak-Sheet S-16-V. Provide articulation help for the /v/; and listening discrimination for the /v/ and /b/ (if necessary). See Quiz #7.	Practice in use of short, courteous answers; pattern drills to discourage the use of one-word "yes" and "no's"; practice in phrasing positive and negative questions; production and recognition of the /v/ sound; minimal pairs using /b/ and /v/ in initial positions; sentences /b/, /v/. See Quiz #7.	Script S-16-V: Short Answers Pos. and Neg. Questions The /v/ Sound Speak-Sheet S-16-V Model tape: <i>Hiawatha</i>	
SESSION 2	Provide dialogue practice: short, neg. answers review restaurant ordering short & long answers Review the use of conditional "if" sentences.	Script D-5-V includes the kinds of conversational patterns the lab lesson teaches. <i>English 900</i> , Book Four, Unit #4 has suggested conversational patterns and vocabulary.	Dialogué exchanges with questions requiring short, negative answers; restaurant ordering situation; questions requiring short and long answers; conditional sentences with "if." Model tape of <i>Barbara Frietchie</i> for independent recording.	Tape D-5-V: Dialogue Practice <i>Barbara Frietchie</i>	
SESSION 3	Review the use of the future tense. Pronunciation review of the /v/ and final /t/ sounds. Review of final "ed."	Refer to Script S-17-V: sample answer patterns involving future. See Speak-Sheets: S-12-V, S-16-V, S-17-V. Reinforce the appropriate use of tense changes to teach past, present, future. See <i>Regents I</i> , pp. 53-62. Consider final "ed" drills.	Question-answer drills involving the use of future with "to be"; positive and negative questions with "will" and "won't"; invitations, requests with future; dialogue practice accepting and refusing invitations. Production and discrimination of the /b/ and /v/ in minimal pairs and conversation.	Tape S-17-V: Use of the Future /v/ and /t/ Speak-Sheets: S-12-V, S-16-V, PP-7-V, S-17-V	

Week's Lessons Follow

F. Tape D-5-V

PARTICIPATION DRILL, DIALOGUE PRACTICE

F. Listen:

M. Is this Mary's pen?

F. No, it isn't hers.

M. Is this their classroom?

F. No, it isn't theirs.

M. Is this Don's tie?

F. No, it isn't his.

M. Is this John's book?

F. No, it isn't his.

M. Now you answer:

F. Is this Mary's pen?

F. Is this their classroom?

F. Is this Don's tie?

F. Is this John's book?

M. Is this Bill's classroom?

M. Is this their book?

M. Is this your mother's letter?

M. Is this your brother's room?

M. Is this our room?

F. Listen:

M. Would you like coffee or milk?

F. I think I'd prefer milk.

F. Please give me some milk.

M. Would you like potatoes or rice?

F. I think I'd prefer rice.

F. Please give me some rice.

M. Would you like carrots or peas?

F. I think I'd prefer peas.

F. Please give me some peas.

M. Would you like oranges or bananas?

F. I think I'd prefer bananas.

F. Please give me some bananas.

M. Now you answer:

F. Would you like coffee or milk?

F. Would you like potatoes or rice?

F. Would you like carrots or peas?

F. Would you like oranges or bananas?

M. Would you like lamb chops or pork chops?

M. Would you like steak or chicken?

M. Would you like roast beef or fried fish?

M. Would you like mashed or fried potatoes?

F. Listen:

- M. What do you use to write with? F. (pen)
F. A pen. I use a pen to write with.
M. What do you use to eat with? F. (knife and fork)
F. A knife and fork. I use a knife and fork to eat with.
M. What do you use to cook with? F. (pots and pans)
F. Pots and pans. I use pots and pans to cook with.

M. Now you answer:

- F. What do you use to write with? M. (pen)
F. What do you use to write with? M. (a pen or pencil)
F. What do you use to write with? M. (pencil and paper)
F. What do you use to write with? M. (fountain pen)
M. What do you use to eat with? F. (knife and fork)
M. What do you use to eat with? F. (spoon)
M. What do you use to cook with? F. (pots and pans)
M. What do you use to cook with? F. (a frying pan)
M. What do you use to cook with? F. (an electric stove)
M. What do you use to cook with? F. (a gas stove)

M. Listen:

- F. Do you know how to swim?
M. Yes I do. I know how. I can swim very well.
F. Do you know how to drive?
M. Yes I do. I know how. I can drive very well.
F. Do you know how to dance?
M. Yes I do. I know how. I can dance very well.

F. Now you answer:

- M. Do you know how to swim?
M. Do you know how to drive?
M. Do you know how to dance?
M. Do you know how to play basketball?
F. Do you know how to speak English?
F. Do you know how to speak Navajo?
F. Do you know how to sing?

M. Listen:

- F. If you had time, you could learn to swim, couldn't you?
M. Yes, I'm sure I could. I know I could learn how to swim.
F. If you had time, you could learn to drive, couldn't you?
M. Yes, I'm sure I could. I know I could learn how to drive.
F. If you had time, you could learn to dance, couldn't you?
M. Yes, I'm sure I could. I know I could learn how to dance.

F. Now you answer:

- M. If you had time, you could learn how to swim, couldn't you?
M. If you had time, you could learn how to drive, couldn't you?
M. If you had time, you could learn how to dance, couldn't you?
F. If you had time, you could learn how to play basketball, couldn't you?
F. If you had time, you could learn how to speak English, couldn't you?
F. If you had time, you could learn how to sing, couldn't you?

M. Exchange headphone, please.

F. Listen:

M. (Mary's pen)

F. Is this Mary's pen?

M. No, it isn't hers.

F. Odds ask; evens answer:

- M. Mary's pen
M. Their classroom
M. Don's tie
F. John's book
F. Your mother's letter
F. Your brother's room
F. Our room

M. Evens ask; odds answer:

- F. Bill's book
F. Their home
F. Our bus
M. Ruth's coat
M. My place
M. My brother's car

F. Listen:

M. Would you like coffee or milk?

F. I think I'd prefer milk. Please give me some milk.

M. Evens ask; odds answer:

F. Coffee or milk?

F. Potatoes or rice?

F. Carrots or peas?

M. Oranges or bananas?

M. Lamb chops or pork chops?

F. Odds ask; evens answer:

M. Steak or chicken?

M. Roast beef or fried fish?

M. Mashed or fried potatoes?

F. Soup or juice?

F. Pie or cake?

M. Listen:

F. (to write with)

M. What do you use to write with?

F. A pen. I use a pen to write with.

M. Odds ask; evens answer:

F. To write with

F. To eat with

F. To cook with

M. Evens ask; odds answer:

F. To write with

F. To eat with

F. To cook with

M. Listen:

F. (swim)

M. Do you know how to swim?

F. Yes I do. I know how. I can swim very well.

M. Odds ask; evens answer:

F. Swim

F. Drive

M. Dance

M. Play Basketball

F. Evens ask; odds answer:

M. Speak English

M. Speak Navajo

M. Sing

F. Listen:

M. If you had time, you could learn to swim, couldn't you?

F. Yes, I'm sure I could. I know I could learn to swim.

M. Evens ask; odds answer:

F. Learn to swim

F. Learn to drive

M. Learn to dance

M. Learn to sing

F. Odds ask; evens answer:

M. Learn to play basketball

M. Learn to speak English

F. Learn to drive

F. Learn to dance

M. Exchange headphones please.

M. This ends the lesson.

F. Tape S-17-V

REVIEW OF FUTURE TENSE

Review of pronunciation drill, the "v" and final "t" sound

F. Listen:

M. Will you be here tomorrow?

F. Yes, I will.

M. Will Mary be able to come?

F. Yes, she will.

F. She'll be able to come.

M. Will John be here tomorrow?

F. Yes, he will.

F. He'll be here.

M. Will your family come?

F. Yes, they will.

F. They'll come.

M. Now you answer:

F. Will you be here tomorrow?

F. Will Mary be able to come?

F. Will John be here tomorrow?

M. Will your family come?

M. Will they be on time?

M. Will you be ready?

M. Will they meet?

F. Listen:

M. Will you be in class tomorrow?

F. No, I won't. I have a dental appointment.

M. Will Jane be able to come?

F. No, she won't. She's sick.

M. Will Bill go to the movies?

F. No, he won't. He's going shopping.

M. Will they be on time?

F. No, they won't. They left late.

M. Now you answer. Use "no" and "won't" and another sentence.

F. Will you be in class tomorrow?

F. Will Gene be able to come?

F. Will Bill go to the movies?

M. Will they be on time?

M. Will your family come?

M. Will you be ready?

M. Will John be here tomorrow?

F. Listen:

M. Will you close the door please?

F. Yes, I'll be glad to.

M. Will you help me?

F. Yes, I'll be glad to help you.

M. Will you turn the light on please?

F. Yes, I'll be glad to. I'll turn it on right away.

M. Will you come to my party?

F. Yes, thank you. I'll be glad to come.

M. Will you have lunch with me tomorrow?

F. I'm sorry. I'll be busy.

F. I won't be able to have lunch with you.

M. When you go downtown, will you bring me some ink?

F. Yes, I'll be glad to.

M. Will you give this message to Mr. Brown?

F. I'm sorry, I won't see Mr. Brown.

M. Now you answer:

F. Will you close the door please?

F. Will you help me?

F. Will you turn the light on please?

M. Will you come to my party?

M. Will you have lunch with me tomorrow?

M. When you go downtown, will you bring me some ink?

M. Will you give this message to Mr. Brown?

F. Exchange headphones please.

F. Odds ask; Evens answer:

M. Close the door.

M. Help me.

M. Turn on the light.

M. Come to my party.

F. Have lunch with me.

F. Bring me some ink.

F. Deliver this message.

M. Evens ask; Odds answer:

F. Close the door.

F. Help me.

F. Turn the light on.

M. Come to my party.

M. Have lunch with me.

M. Bring me some ink.

M. Deliver this message.

F. Accepting an invitation:

M. Listen:

F. Dance

M. Will you come to the dance?

F. Yes, I'll be glad to.

M. Odds ask; Evens answer:

F. Dance

F. Lunch

F. Movies

M. Party

M. Game

F. Evens ask; odds answer:

M. Dance

M. Lunch

M. Movies

F. Party

F. Game

M. Politely refusing an invitation:

M. Listen:

F. Game

F. Party

M. Will you come to the game?

F. I'm sorry, I'll be busy.

M. Will you come to the party?

F. No, I'm sorry. I won't be able to come.

M. Evens ask; odds answer:

F. Game

F. Party

F. Movies

M. Lunch

M. Dance

F. Odds ask; evens answer:

M. Game

M. Party

F. Movies

F. Lunch

F. Dance

M. Exchange headphones please.

F. Listen and repeat:

M. B - V	M. Habit - have it
M. Buy - vie	M. Lever - labor
M. Been - via	M. Curve - curb
M. Lover - lubber	M. Rove - robe
M. Dove - dub	M. River - ribber
M. Bet - vet	M. Lubber - lover
F. V - B	F. Have it - habit
F. Vie - buy	F. Labor - lever
F. Vin - been	F. Ribber - river
F. Wet - bet	F. Fite - jibe
F. Robe - rove	F. Jibe - jive
F. Dub - dove	F. Curb - curve

M. Listen and repeat:

F. Virginia is visiting Dot.	.....
F. Dot lives in a village.	.....
F. The village is near the river.	.....
M. I'll visit her on my vacation.	.....
M. They never look at television.	.....
M. I wish my vacation would begin.	.....

F. The final "t" — Listen and repeat:

M. It	M. Act
M. Hit	M. Walked
M. At	M. Waked
M. Cat	M. Touched
M. Cut	M. Reached
F. Cost	F. Marched
F. Goat	F. Kept
F. Got	F. Crept
F. Not	F. Dropped
F. Hot	F. Snapped
M. Kite	M. Washed
M. Gate	M. Wished

M. Late	M. Fished
M. Left	M. Next
M. Soft	M. Fixed
F. Salt	M. Mixed
F. Want	
F. Went	
F. West	
F. Last	

F. Listen and repeat:

- M. I helped him and he thanked me.
- M. He liked her and asked her name.
- M. He picked up the cloth and erased the blackboard.
- F. They ate breakfast.
- F. They lost in the last period.
- F. He finished his homework last night.

M. This ends the lesson.

S-16-V

THE V SOUND

Say these words clearly:

very	valentine	ever	evening	have	dove
visit	valley	never	invite	gave	five
village	value	every	divide	give	dive
Virginia	vegetable	over	heavy	live	move
view	vessel	clover	seventy	love	save
vine	vest	river	lovely	glove	cave
violet	voice	cover	servant	above	brave
vote	various	seven	heaven	wave	twelve
vein	voice	eleven	even	stove	leave

Can you hear the difference?

buy - vie	habit - have it	curb - curve	vet - bet
been - Vin	ribber - river	rove - robe	robe - rove
lover - lubber	lubber - lover	V - B	dub - dove
dove - dub	laver - labor	vie - buy	jibe - jive
bet - vet	have it - habit	Vin - been	jive - jibe

Try saying these sentences:

Virginia is visiting Dot.

Dot lives in a village.

The village is near the river.

Do you find English very difficult?

I wish my vacation would begin.

I'll visit her on my vacation.

They never look at television.

Five and seven make twelve.

PT, KT, FT, ST, SHT, CHT

S-17-V

Listen for your final T sound. Say these words twice:

stopped

swept

looked

left

hoped

talked

parked

telegraphed

kept

liked

laughed

sniffed

slept

walked

coughed

Now, try the present and past of these verbs. Can you hear the difference?

pass - passed

finish - finished

watch - watched

dance - danced

wish - wished

reach - reached

notice - noticed

rush - rushed

touch - touched

miss - missed

cash - cashed

scratch - scratched

Say these sentences. Be careful about the final T's:

They stopped

They stopped in Chicago.

We checked

We checked our suitcases.

We walked

We walked around the city.

He laughed

I wonder why he laughed when he left?

They danced

They danced until midnight.

I finished

I finished my homework at nine o'clock.

We watched

We watched television last night.

SIXTEENTH WEEK ENRICHMENT

THE MODERN HIAWATHA

He killed the noble Mudjekewis.
Of the skins he made him mitten,
Made them with the fur-side inside,
Made them with the skin-side outside.
He, to get the warm skin inside
Put the inside skin-side outside;
He, to get the cold side outside,
Put the warm side fur-side inside.
That's why he put the fur-side inside,
Why he put the skin-side outside,
Why he turned them inside outside.

/v/ as in very

PRACTICE:

face - vase

fan - van

rifle - rival

infest - invest

grief - grieve

proof - prove

fail - veil

fast - vast

safer - saver

belief - believe

half - halve

fear - veer

fat - vat

fault - vault

shuffle - shovel

five - five

leaf - leave

SENTENCES:

1. That man's a reckless driver.
2. That waitress will give you good service.
3. Mr. Harris stayed in Venice for a few weeks.
4. May I leave this book here?
5. Every lover has to have a rival.
6. Do you find fault with movies?
7. See fast-moving cars veer just in time.
8. Can you believe many of their plots?
9. However, villains always come to grief.
10. That's life in the movies, isn't it?

WORDS:

advance

avalanche

halve

vantage

advantage

vast

QUOTATIONS:

We may live without poverty, music, and art;
We may live with conscience and live without heart;
We may live without friends; we may live without books;
But civilized man can not live without cooks.

— Meredith

I loaf and invite my soul.
I lean and loaf at my ease, observing
a spear of summer grass.

— Whitman

I think that I shall never see
A poem lovely as a tree.

— Kilmer

Life is real: Life is earnest:
And the grave is not its goal.

— Longfellow

Once more: speak clearly if you speak at all;
Carve each word before you let it fall.

— Holmes

"NO, SIR"

"Good evening, pretty maiden, with your eyes of heaven's blue,
May I step within your garden gate and spend the time with you?"

"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

"The night is very lovely and the hour is not late,
May I look into your deep blue eyes, across this garden gate?"

"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

"Tell me one thing, tell me truly, tell me why you scorn me so;
Tell me why, when asked a question, you must always answer 'No.' "

"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

"My father was a Spanish merchant, and before he went to sea
He told me I must answer "No" to everything you said to me."

"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

"Well, when walking through your garden, plucking flowers wet with dew
Tell me, would you be offended if I walk and talk with you?"

"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

"If when walking in your garden, I should ask you to be mine
And should tell you that I love you, would you then my heart decline?"

"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

— Old English Ballad

January, The Story of the Month

January, the first month of the year, was named for Janus, the ancient Roman god of beginnings. Janus was also known as the "God of Gates" or "Spirit of Opening." Because of this, it was very appropriate to choose January as the first or beginning month of the year in our modern calendar.

According to legend, Numa Pompilius added January and February to the end of the ten month Roman calendar about 700 B.C. He gave the month thirty days. In 46 B.C., Julius Caesar added a day and made January the first month.

The garnet is the birthstone; the flower of the month is the snowdrop, one of the earliest flowers of the year. The first day of the month is a holiday, called New Year's Day. On January 20, every four years, the President of the United States is inaugurated.

FAMOUS BIRTHDAYS

Millard Fillmore
Benjamin Franklin
Alexander Hamilton
Stonewall Jackson

Joan of Arc
Robert E. Lee
William McKinley
Edgar Allan Poe

Paul Revere
Franklin D. Roosevelt
James Watt
Daniel Webster

GREAT EVENTS

The Emancipation Proclamation was issued in 1863.

Gold was discovered in California in 1848.

President Wilson submitted his "Fourteen Points" to Congress in 1918.

The Commonwealth of Australia was proclaimed in 1901.

LANGUAGE LESSON PLANS FOR LAB I SEVENTEENTH WEEK

PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
Review the use of the future tense. Pronunciation review of the /v/ and final /t/ sounds. Review of final "ed."	Refer to Script S-17-V for sample answer patterns involving future. See Speak-Sheets: S-12-V, S-16-V, S-17-V Reinforce the appropriate use of tense changes to teach past, present, future. See <i>Regents I</i>, p. 53-62. Consider final "ed" drills.	Question-answer drills involving the use of future with "to be"; positive and negative questions with "will" and "won't"; invitations, requests with future; dialogue practice accepting and refusing invitations. Production and discrimination of the /b/ and /v/ in minimal pairs and conversation.	Tape S-17-V: Use of the Future /v/ and /t/ Speak-Sheets: S-12-V, S-16-V, PP-7-V, S-17-V <i>Regents I</i>
Review the past tense of common regular and irregular verbs. Pronunciation of "ed" verb endings.	Provide oral drills changing common verbs from present to past by adding "ed." Teach discrimination by listening for the /d/ /t/ and /id/ forms of "ed" endings. Consider Quiz #5; Script S-18-V has suggestions. <i>Regents I</i>, p. 96 has exercises.	Drills involving verb changes from present to past; sentences with common irregular verbs; practice in changing common verbs to past by adding "ed"; production and listening discrimination of: /d/ (moved), /t/ (stopped), and /id/ (wanted); pattern drills requiring present to past changes. Independent recording: <i>Trees, Flanders Field</i>	Tape S-18-V: Review Irregular Verbs; Pronunciation of "ed" Verb Endings Speak-Sheets: S-17-V, S-12-V Model tape: <i>Trees, Flanders Field</i>
Provide speaking practice: asking questions with "did" distinguishing "was" and "were" using the past of irregular verbs	Provide oral and/or written drills changing past affirmative statements to questions with "did." Refer to Script S-19-V for sample exercises. See pages 67 and 107, <i>Regents I</i>, for suggestions.	Pattern drills requiring changing present statements to positive and negative questions in the past using "did" as an auxiliary; use of <i>Was</i> and <i>Were</i> in positive and negative; reinforcement exercises involving "did" and "to be" with common verbs in conversation. Choral and individual practice with <i>Trees</i> and <i>Village Blacksmith</i>.	Tape S-19-V: Past tense questions Speak-Sheets: S-12; S-17-V <i>Village Blacksmith</i>, <i>Trees</i> (model tape) <i>Regents I</i>

Week's Lessons Follow

M. S-18-V

PAST TENSE OF REGULAR AND IRREGULAR VERB REVIEW,
PRONUNCIATION REVIEW, THE FINAL 'ED' VERB ENDINGS

M. Listen:

- | | |
|--------------------------------|----------------------------------|
| F. We walk to school. | M. We walked to school. |
| F. They live in Texas. | M. They lived in Texas. |
| F. We finish our work at five. | M. We finished our work at five. |

F. Change the following regular verbs from present to past tense:

- | | |
|---|--------------------|
| M. We walk to school. | F. Walked |
| M. They live in Texas. | F. Lived |
| M. We finish our work at five. | F. Finished |
| M. The dog follows the boy everywhere. | F. Followed |
| F. He always arrives at school on time. | M. Arrived |
| F. The lesson ends at two o'clock. | M. Ended |
| F. He studies English with Mr. Adams. | M. Studied |
| F. I need a new book. | M. Needed |
| M. They watch television every night. | F. Watched |
| M. We listen to the radio every night. | F. Listened |
| F. I prefer to study in this class. | M. Preferred |
| F. He uses his car in his work. | M. Used |
| M. They expect to leave soon. | F. Expected |
| M. We learn many new words every day. | F. Learned |
| M. They plan to take a long vacation. | F. Planned |
| M. He always talks with us in English. | F. Talked |
| F. She wants to leave right away. | M. Wanted |
| F. The movie starts at eight. | M. Started |
| F. We always wait for them on the corner. | M. Waited |

M. Now change the following irregular verbs from present to past:

- | | |
|----------------------------------|-----------------|
| F. She writes many letters. | M. Wrote |
| F. He buys many books. | M. Bought |
| F. She reads many English books. | M. Read |
| M. John sits near me in class. | F. Sat |
| M. The car runs well. | F. Ran |
| M. Helen has many friends. | F. Had |

- | | |
|---|-----------------|
| F. He speaks English well. | M. Spoke |
| F. They eat lunch in the cafeteria. | M. Ate |
| F. He puts his books on the desk. | M. Put |
| M. They come to work by bus. | F. Came |
| M. I drink a lot of milk. | F. Drank |
| M. I sit near the window. | F. Sat |
| F. He gets up early. | M. Got up |
| F. They speak Spanish. | M. Spoke |
| F. We eat dinner at home. | M. Ate |
| M. I buy my magazines in the drug store. | F. Bought |
| M. I put some money in the bany every week. | F. Put |
| M. We write our exercises in ink. | F. Wrote |
| M. The dog runs after the cat. | F. Ran |

F. Irregular verbs, continued.

F. Change the following verbs from present to past:

- | | |
|---|----------------|
| M. He goes to school by bus. | F. Went |
| M. I hear someone in the next room. | F. Heard |
| M. She feels well after her operation. | F. Felt |
| F. We ride on the bus every day. | M. Rode |
| F. I see him at school every day. | M. Saw |
| F. She wears a big yellow hat. | M. Wore |
| F. The teacher tells us many interesting stories. | M. Told |
| M. The lesson begins at nine o'clock. | F. Began |
| M. I know him well. | F. Knew |
| M. The plane leaves at six. | F. Left |
| M. The suit costs fifty dollars. | F. Cost |
| F. She gives me many presents. | M. Gave |
| F. They sell books in that store. | M. Sold |
| F. The teacher stands in front of that class. | M. Stood |

- | | |
|--|---------------------|
| M. I understand him easily. | F. Understood |
| M. We go to the movies once a week. | F. Went |
| M. We ride through the park on our bicycles. | F. Rode |
| M. They know their lesson. | F. Knew |

F. Pronunciation review drills. The final "ed" and "t" sounds.

F. Listen and repeat:

- | | |
|---------------------|--------------------|
| M. Wanted | F. Accepted |
| M. Handed | F. Ended |
| M. Attended | F. Needed |
| M. Added | F. Decided |
| M. Interested | F. Excited |
| M. Dressed | F. Noticed |
| M. Liked | F. Walked |
| M. Thanked | F. Stopped |
| M. Decreased | F. Worked |
| M. Jumped | F. Picked |
| M. Lived | F. Learned |
| M. Mailed | F. Dialed |
| M. Believed | F. Explained |
| M. Contained | F. Followed |
| M. Cleaned | F. Imagined |
| F. Placed | F. Loved |

- M. New applications have been received.
- M. I telephoned him last week.
- M. We spent the night in Phoenix.
- M. We received no news for over a month.
- F. The work will be finished soon.
- F. He accepted the new job.
- F. I walked to town and enjoyed the exercise.

M. Listen:

- | | |
|-------------------------|------------------------|
| F. I forget his name. | M. I forgot his name. |
| F. She sings very well. | M. She sang very well. |

F. Change the following irregular verbs from present to past:

- | | |
|--|------------------|
| M. I forget his name. | F. Forgot |
| M. She sings very well. | F. Sang |
| M. She often brings her friend to the lesson. | F. Brought |
| F. It takes an hour to get them. | M. Took |
| F. They hold their meetings in Room 10. | M. Held |
| F. Mr. Jones teaches in High School. | M. Taught |
| M. The bell rings at three o'clock. | F. Rang |
| M. The weather becomes warm in July. | F. Became |
| M. I catch cold easily. | F. Caught |
| F. He makes many mistakes in grammar. | M. Made |
| F. I lose many books. | M. Lost |
| F. The child throws his toys everywhere. | M. Threw |
| M. The dog often fights with the cat. | F. Fought |
| M. He shakes hands with everyone. | F. Shook |
| M. The cat catches many mice. | F. Caught |
| F. John forgets everything. | M. Forgot |
| F. The teacher finds many mistakes in our exercises. | M. Found |
| F. I often think about him. | M. Thought |
| F. She takes the children to the park every day. | M. Took |

F. Listen to verb endings. Listen and repeat:

- M. I helped him and he thanked me.
- M. He liked her and asked her name.
- M. He picked up the cloth and erased the blackboard.
- F. She loved dramatics and always studied hard.
- F. I believed you when you called last night.
- F. I telephoned you but he answered.
- M. I invited her but she visited you.
- M. He decided he needed to learn English.
- M. I painted the room; she wanted it green.

- F. Ruth visited Tom when he lived in Phoenix.
- F. He started then he stopped.
- F. Mother washed and dried the dishes.

M. Change the following irregular verbs from present to past:

- | | |
|---|----------------|
| F. He meets us on the corner. | M. Met |
| F. We sleep late every morning. | M. Slept |
| F. He drives to work every day. | M. Drove |
| F. The wind blows hard during March. | M. Blew |
| M. John does his work well. | F. Did |
| M. The player hits the ball very hard. | F. Hit |
| M. John shuts the window for his teacher. | F. Shut |
| M. He sends her many presents. | F. Sent |
| F. The word means different things to different people. | M. Meant |
| F. We spend much money. | M. Spent |
| F. The fence keeps the children off the grass. | M. Kept |
| M. The man steals only from rich people. | F. Stole |
| M. The birds fly South in the winter. | F. Flew |
| M. These plants grow very tall. | F. Grew |
| M. They meet in the park every afternoon. | F. Met |
| F. I sleep well. | M. Slept |
| F. John does his homework carefully. | M. Did |
| F. Children steal the apples from that tree. | M. Stole |

F. This ends the lesson.

F. Tape S-19-V

PAST TENSE: QUESTION FORM REVIEW

F. Regular and Irregular Verbs.

F. Listen:

- | | |
|-----------------------------------|--------------------------------------|
| M. He left the office early. | F. Did he leave the office early? |
| M. He went to Chicago by plane. | F. Did he go to Chicago by plane? |
| M. The company paid for his trip. | F. Did the company pay for his trip? |

M. Now you ask the question:

- | | |
|--|----------------------------------|
| F. He left the office early. | M. Did he leave? |
| F. He went to Chicago by plane. | M. Did he go? |
| F. The company paid for his trip. | M. Did the company pay? |
| F. It rained hard last night. | M. Did it rain? |
| M. They talked for a long time. | F. Did they talk? |
| M. He arrived late for the lesson. | F. Did they arrive? |
| M. They spoke to him in Spanish. | F. Did they speak? |
| M. Everyone had a good time at the party. | F. Did everyone have? |
| F. They wrote a letter about it. | M. Did they write? |
| F. The telephone rang several times. | M. Did the telephone ring? |
| F. Helen finally answered it. | M. Did Helen answer? |
| F. The teacher became angry. | M. Did the teacher become? |
| M. She sent John from the room. | F. Did she send? |
| M. Everyone began to laugh. | F. Did everyone begin? |
| M. The ball broke the window. | F. Did the ball break? |
| M. The child fell from the tree. | F. Did the child fall? |
| F. The mailman put the mail on Mr. Smith's desk. | M. Did the mailman put? |
| F. Ruth passed all her examinations. | M. Did Ruth pass? |
| F. She took the children with her to the park. | M. Did she take? |

M. Past tense, question form (continued).

M. Listen:

- | | |
|---|---------------|
| F. He left for Chicago last night. | F. (when) |
| M. When did he leave for Chicago? | |
| F. She saw him on Main Street. | F. (where) |
| M. Where did she see him? | |
| F. He put the book on the teacher's desk. | F. (where) |
| M. Where did he put the book? | |
| F. They lived in Texas for ten years. | F. (how long) |
| M. How long did they live in Texas? | |

F. Now you ask the question: ABCD.

- | | |
|-------------------------------------|-----------------|
| M. He left for Chicago last night. | F. (when) |
| F. When did they leave for Chicago? | ..... |

M. She saw him on Main Street.
 F. Where did she seem him?
 M. He put the book on the teacher's desk.
 F. Where did he put the book?
 M. They lived in Texas for ten years
 F. How long did they live in Texas?
 M. The plane arrived at ten o'clock.
 F. What time did the plan arrive?
 M. They went to California by bus.
 F. How did they go to Cailifornia?
 M. She left because she was angry.
 F. Why did she leave?
 M. They ate lunch in the cafeteria.
 F. Where did they eat lunch?
 M. He met her on the corner.
 F. Where did he meet her?
 M. He brought his cousin with him.
 F. Whom did he bring with him?
 M. He paid three dollars for the book.
 F. How much did he pay for the book?
 M. They lived there five years.
 F. How many years did they live there?
 M. They drove to Arizona in John's car.
 F. In whose car did they drive to Arizona?
 M. She took the children to the park.
 F. Where did she take the children?
 M. They stayed there for several hours.
 F. How long did they stay there?
 M. She bought her dress down town.
 F. Where did she buy her dress?
 M. It cost 18 dollars.
 F. How much did it cost?
 M. The meeting began at ten o'clock.
 F. What time did the meeting begin?

F. (where)

 F. (where)

 F. (how long)

 F. (what time)

 F. (how)

 F. (why)

 F. (where)

 F. (where)

 F. (whom)

 F. (how much)

 F. (how many years)

 F. (in whose car)

 F. (where)

 F. (how long)

 F. (where)

 F. (how much)

 F. (what time)

M. Past tense — with verb "to be."

M. Listen:

F. The windows were open.

F. John was absent today.

F. The door was open.

M. The windows weren't open.

M. John wasn't absent today.

M. The door wasn't open.

F. In your answers use the contraction *wasn't* or *weren't*:

M. The windows were open

M. John was absent today.

M. The door was open.

M. The lesson was easy.

M. The bus was full.

M. It was a nice day.

M. The weather was cold.

F. The exercises were difficult.

F. Helen and Mary were at the meeting.

F. I was busy yesterday.

F. There were many students absent.

F. Listen:

M. The door was open.

M. They were late for the lesson.

M. He was a good student.

F. Was the door open?

F. Were they late for the lesson?

F. Was he a good student?

M. Change the following to questions:

F. The door was open.

F. They were late for the lesson.

F. He was a good student.

M. She was angry with him.

F. There were two boys in the office.

M. Both boys were in high school.

F. The weather was warm.

M. Everyone was very excited.

F. Yesterday was Tuesday.

M. Listen:

F. The train arrived on time.

F. He went to Chicago yesterday.

F. He left at two o'clock.

M. The train did not arrive on time.

M. He did not go to Chicago yesterday.

M. He did not leave at two o'clock.

F. Make the following sentences negative:

F. Use did not.

M. The train arrived on time.

M. He went to Chicago yesterday.

M. He left at two o'clock.

M. She spoke to me about it.

F. She came on time for the lesson.

F. I bought this magazine at the drugstore.

F. The child drank all the milk.

F. She wanted to go with you.

M. He watched T.V. last night.

M. He had many friends in class.

M. She put the letters on the desk.

M. I got up early this morning.

M. This ends the lesson.

F. did not arrive

F. did not go

F. did not leave

F. did not speak

M. did not come

M. did not buy

M. did not drink

M. did not want

F. did not watch

F. did not have

F. did not put

F. did not get up

THE VILLAGE BLACKSMITH

— Henry Wadsworth Longfellow

Under a spreading chestnut-tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'r he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measure beat and blow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice,
Singing in Paradise
He needs must think of her once more,
How in the grave she lies;
And with his hard rough hand he wipes
A tear out of his eyes.

Toiling - rejoicing - sorrowing,
Onward through life he goes;
Each morning sees some task begun,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught.
Thus at the flaming forge of life
Our fortunes must be wrought,
Thus on its sounding anvil shaped
Each burning deed and thought.

TREES

I think that I shall never see
A poem as lovely as a tree.

A tree whose hungry mouth is pressed
Against the earth's sweet flowing breast;

A tree that looks at God all day
And lifts her leafy arms to pray;

A tree that may in summer wear,
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

Joyce Kilmer

LANGUAGE LESSON PLANS			FOR LAB I		EIGHTEENTH WEEK	
PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS			
Provide speaking practice asking questions with "did," distinguishing "was," and "were" using the past of irregular verbs.	Provide oral and/or written drills changing past affirmative statements to questions with "did." Refer to Script S-19-V for sample exercises. See pages 67 and 107, <i>Regents I</i>, for suggestions.	Pattern drills requiring changing present statements to positive and negative questions in the past, using "did" as an auxiliary; use of <i>was</i> and <i>were</i> in positive and negative; reinforcement exercises involving "did" and "to be" with common verbs in conversation. Choral and individual practice with <i>Trees</i>; <i>Village Blacksmith</i>.	Tape S-19-V: Past Tense Questions Speak-Sheets: S-12, S-17-V <i>Village Blacksmith</i>, <i>Trees</i> (model tape) <i>Regents I</i>			
Provide listening practice. Review past and future of common irregular verbs. Review common contracted forms of "to be." Teach distinction between /e/ as in <i>bed</i>; and /ae/ as in <i>bad</i>.	Proceed with the teaching of common irregular verbs, and contracted forms of "to be." Script C-4-V suggests sample exercises. Consider Quizzes #7, 11, 12 (second exercises). See pages 15-18, <i>Regents II</i>, for sample exercises.	Short story of Columbus with follow-up questions; drills using common contractions in phrases and sentences; tense changes of common irregular verbs; listening and pronunciation drills with /e/ and /ae/ sounds; reinforcement with conversational sentences.	Tape C-4-V: Listening Practice Irregular Verbs Common Contractions Students' choices of independent recordings. <i>Regents II</i>			
Provide speaking practice reviewing personal pronouns.	Provide a general understanding of personal pronouns: nominative, possessive, objective Provide rapid oral drills substituting pronouns for nouns. Script S-24-V has suggested exercises. Try to vary the drills to include subjects, possessives, and objects. See <i>Regents I</i>, p. 21, 22, 51, 113-115.	Pattern drills requiring substitution of nominative, objective, and possessive pronouns; same kinds of substitution with reflexives. Dialogue participation with exchanges involving the use of subjects, objects, and possessives. Independent recording with <i>Hiawatha</i>.	Tape S-24-V: Review of Pronouns Listening Practice <i>Hiawatha</i> (model tape) <i>Regents I</i>			

Week's Lessons Follow

M. Tape C-4-V

CONVERSATION

LISTENING PRACTICE, REVIEW OF THE SOUNDS 'E' AND 'æ', REVIEW PAST FUTURE OF IRREGULAR VERBS AND CONTRACTIONS

M. Listen:

- F. Christopher Columbus was an explorer. He said that the earth was round. People at that time did not believe him. They laughed at him. But at last Columbus got enough money for three small ships. In the year 1492 he began his trip. He was on the ocean for many, many weeks. His sailors became very much afraid, but at last they saw land. The land was America.

M. Now answer these questions:

- M. Who was Christopher Columbus?
- M. Did he say that the earth was flat or round?
- M. Did the people at that time believe him?
- F. Why did they laugh at him?
- F. How much money did he get at last?
- F. Did he get enough money for three large ships?
- F. Or three small ships?
- M. In what year did he begin his trip?
- M. For how long was he on the ocean?
- M. Did his sailors become afraid?
- F. What did they see at last?
- F. What was the land the sailors saw?
- F. Did Columbus cross the Atlantic Ocean?
- F. Or the Pacific Ocean?

M. Contractions. Listen and repeat:

- | | | |
|--------------------------|----------------------------|-----------------|
| F. I am, I'm | F. They are, They're | |
| F. He is, He's | F. Does not, Doesn't | |
| F. You are, You're | F. Was not, Wasn't | |
| F. We are, We're | F. Is not, Isn't | |
| M. Will not, Won't | M. Has not, Hasn't | |
| M. Do not, Don't | M. Can not, Can't | |
| F. I'm | M. They're | F. Won't |
| F. He's | M. Doesn't | F. Don't |
| F. You're | M. Wasn't | F. Hasn't |
| F. We're | M. Isn't | F. Can't |

M. Listen and repeat:

- F. He's busy today.
- F. I'm busy today.
- F. We're busy today.
- F. We're very old friends.
- F. He doesn't speak English very well.
- M. They don't speak English well.
- M. He won't be here tomorrow.
- M. They won't be here tomorrow.
- F. They can't meet us today.
- F. She hasn't been here.
- F. He didn't get your message.

M. Past and future. Review.

M. Check yourself on the past tense of the following.

M. Listen:

F. Bring	M. Brought	F. Get	M. Got
F. Catch	M. Caught	F. Forget	M. Forgot
F. Fight	M. Fought	F. Try	M. Tried
F. Teach	M. Taught	F. Cry	M. Cried
F. Think	M. Thought	F. Die	M. Died

F. Listen:

- M. He brings his books to school everyday.
- F. Past: M. He brought his books to school yesterday.
- F. Future: M. He will bring his books to school tomorrow.
- M. She teaches us everyday.
- F. Past: M. She taught us yesterday.
- F. Future: M. She will teach us tomorrow.
- M. We get up at seven o'clock every morning.
- F. Past: M. We got up at seven o'clock.
- F. Future: M. We will get up at seven o'clock.

F. Now you follow the example and change the following to past or future:

- M. He brings his book to school everyday.
- F. Past: F. He brought
- F. Future: F. He will bring

M. She teaches us everyday.

F. Past: F. Taught

F. Future: F. Will teach

M. We get up at seven o'clock every morning.

F. Past: F. Got up

F. Future: F. Will get up

M. The dog fights with the cat everyday.

F. Past: F. Fought

F. Future: F. Will fight

M. He forgets his book everyday.

F. Past: F. Forgot

F. Future: F. Will forget

M. He catches cold every winter.

F. Past: F. Caught

F. Future: F. Will catch

M. The baby cries everyday.

F. Past: F. Cried

F. Future: F. Will cry

M. John fights with his sister everyday.

F. Past: F. Fought

F. Future: F. Will fight

M. I get hungry at four o'clock every afternoon.

F. Past: F. Got hungry

F. Future: F. Will get hungry

M. I try to come to class on time everyday.

F. Past: F. Tried

F. Future: F. Will try

M. The cat catches a mouse everyday.

F. Past: F. Caught

F. Future: F. Will catch

M. She comes here everyday.

F. Past: F. Came

F. Future: F. Will come

M. We go there everyday.

F. Past:

F. Future:

M. We take the bus here everyday.

F. Past:

F. Future:

F. Went

F. Will go

F. Took

F. Will take

M. Pronunciation Review.

M. Listen and repeat:

F. Check

F. Met

F. Else

F. Yes

F. Met - mat

F. Bed - bad

F. Said - sad

F. Head - had

F. Men

F. Send

F. Hem

F. Ham

F. Ham - hem

F. Sand - send

F. Man - men

F. Jam - gem

F. This bread is better.

F. I get a check-up every year.

F. Betty is never ready on time.

M. The doctor will examine my chest.

M. She went to bed.

F. I'm glad he's my friend.

F. He's ready for class.

F. She's a friend of my family.

M. I guess he's happy.

M. Sat

M. Cash

M. Back

M. Bad

M. Mat - met

M. Bad - bed

M. Sad - said

M. Had - head

M. Am

M. And

M. Land

M. Them

M. Hem - ham

M. Send - sand

M. Men - man

M. Gem - jam

- M. The doctor is examining his head and chest.
 M. The book is red, yellow and black.
 F. Please get me some apples and bananas.
 F. I want to answer the next question.

M. Contractions. Review.

M. Say the following as a contraction:

- | | | | |
|-------------|------------|-------------|------------|
| F. I will | M. I'll | M. Have not | F. Haven't |
| F. I am | M. I'm | M. Has not | F. Hasn't |
| F. You are | M. You're | M. Do not | F. Don't |
| F. He is | M. He's | M. Does not | F. Doesn't |
| F. We will | M. We'll | M. Did not | F. Didn't |
| F. It is | M. It's | M. Is not | F. Isn't |
| F. I have | M. I've | M. Was not | F. Wasn't |
| F. We have | M. We've | M. Were not | F. Weren't |
| F. There is | M. There's | M. Can not | F. Can't |
| F. What is | M. What's | M. Will not | F. Won't |

M. Now substitute contractions in the following sentences:

- F. I am busy.
 F. He is busy.
 F. We are tired.
 F. We will be tired.
 M. It is warm.
 M. What is your name?
 M. I do not study.
 M. He does not study.
 F. He is not here.
 F. He will not be here.
 F. I cannot go.
 F. There is no time.

M. Listen:

- | | |
|--------------------------|-------------------|
| F. Do you live in Texas? | M. No, I don't. |
| F. Are you busy? | M. No, I'm not. |
| F. Was Bill in class? | M. No, he wasn't. |

F. Follow the example:

F. Give negative answers to the following with a contraction of the verb:

- | | |
|--|---------------------------|
| M. Do you live in Texas? | F. No, I don't. |
| M. Are you busy? | F. No, I'm not. |
| M. Was Bill in class? | F. No, he wasn't. |
| M. Is your friend busy? | F. No, he isn't. |
| F. Do you like Chicago? | M. No, I don't. |
| F. Is it raining? | M. No, it isn't. |
| F. Can you speak Spanish? | M. No, I can't. |
| F. Were John and Henry at the meeting? | M. No, they weren't. |
| F. Are you tired? | M. No, I'm not. |

F. This ends the lesson.

F. Tape S-24-V

REVIEW OF PRONOUNS: LISTENING PRACTICE

F. Listen Carefully:

LEARNING A FOREIGN LANGUAGE

- M. The most difficult thing for a person to accept when he begins to learn a foreign language is that the foreign language is so very different from his own. Of course, he expects to find some differences, but it may sometimes seem to him that some of the differences are completely unnecessary.
- F. A person's native language has a powerful influence on him. After all, he has been speaking his language from before he can remember. His family, his friends, even complete strangers, everyone around him uses that language. Under such circumstances, it is only natural that a person would have the feeling that his language is the most beautiful, the most perfect, the most logical of all languages.
- M. Therefore, the first thing that one must learn as he begins to study a foreign language is that each language is the best possible language for the people who use it. We would not expect a person from India to think and act exactly like a person from France, and we should not expect the languages of India to be exactly like the French language. After this fact has been understood and accepted, many of the problems in language learning disappear.
- F. There are other attitudes which you will have to develop in order to learn a language successfully. The most important of these is that learning a language requires constant practice. You must not think that because you have seen or heard a word or phrase one time, or five times, or ten times that you really know it and know how to use it. You must be ready to repeat new lessons again and again until you can really use them, automatically, without having to think about them.

M. Another important thing to remember is that it is not necessary to begin with a lot of reading and writing in the foreign language. Reading and writing present very special problems which may complicate learning for the beginning student.

F. The most important thing of all in learning a language is to have patience. If you keep working steadily, day after day, constantly practicing the language and using it at every opportunity, you will learn to speak a language well.

M. The following is a true-false test. Answer "true" if the statement is correct, and "false" if it is not correct.

F. A person's native language has a strong influence on him.

F. All languages work in exactly the same way.

F. One repetition is enough to learn anything.

M. Learning to read and write the language should come after learning to speak the language.

M. The most important thing of all in learning a language is to have patience.

F. Review of pronouns.

F. Listen:

M. Mary went for a walk.

F. She went for a walk.

M. Bill eats lunch in the cafeteria.

F. He eats lunch in the cafeteria.

M. Mike and I study alone.

F. We study alone.

M. The old woman lives there.

F. She lives there.

M. Now follow the example and substitute a pronoun for the subject:

F. Mary went for a walk. M. she

F. Bill eats lunch in the cafeteria. M. he

F. Mike and I study alone. M. we

F. The old woman lives there. M. she

M. Jim plans to go to college. F. he

M. The President will speak on T.V. F. he

M. The soldier served overseas. F. he

M. The dog chased the rabbit. F. it

F. The clock is fast. M. it

F. The girls held a meeting. M. they

F. Ruth works in an office. M. she

F. The seniors won the game. M. they

F. The airplane flew above the clouds. M. it

M. Listen:

- | | |
|--------------------------------------|-----------------------------|
| F. I met Mr. Smith yesterday. | M. I met him yesterday. |
| F. She saw Mary and me at the movie. | M. She saw us at the movie. |
| F. He left his keys in his car. | M. He left them in his car. |
| F. I told the boys about it. | M. I told them about it. |

F. Now, follow the example and substitute a personal pronoun for the object in each sentence:

- | | |
|---|---------------|
| M. I met Mr. Smith yesterday. | F. him |
| M. She saw Mary and me at the movie. | F. us |
| M. He left his keys in the car. | F. them |
| F. I saw you and your brother at the ball game. | M. you |
| F. He rode his bicycle to school. | M. it |
| F. He told his parents about the accident. | M. them |
| F. I have my notebook with me. | M. it |
| M. I enjoyed that movie very much. | F. it |
| M. He sent Helen some flowers. | F. her |
| M. I wrote your phone number in my book. | F. it |
| M. I eat lunch with Henry and Betty everyday. | F. them |
| M. He told all his friends about it. | F. them |

M. Listen:

- | | |
|------------------------------------|----------------------------|
| F. This book is her book. | M. This book is hers. |
| F. These pencils are my pencils. | M. These pencils are mine. |
| F. This office is his office. | M. This office is his. |
| F. This notebook is your notebook. | M. This notebook is yours. |

F. Now follow the example and use a possessive pronoun to avoid repeating the noun.

- | | |
|---|-----------------|
| M. This book is her book | F. hers |
| M. These pencils are my pencils. | F. mine |
| M. This office is his office. | F. his |
| M. This notebook is your notebook. | F. yours |
| M. This classroom is our classroom. | F. ours |
| F. These books are John's and Mary's books. | M. theirs |
| F. Is this pen your pen? | M. yours |
| F. Is this letter your letter? | M. yours |
| F. These magazines are our magazines. | M. ours |
| F. This newspaper is my newspaper. | M. mine |
| F. That hat and coat are his hat and coat. | M. his |

F. Listen:

- M. John shaved.
F. John shaved himself.
M. I'll prepare lunch.
F. I'll prepare lunch myself.
M. She says that she'll return the book.
F. She says that she'll return the book herself.
M. John will conduct the meeting.
F. John will conduct the meeting himself.

M. Now you follow the example and use a reflexive pronoun:

- F. John shaved.
F. I'll prepare lunch.
M. She says that she'll return the book.
M. John will conduct the meeting.

F. Listen:

- | | | | |
|--------|-------------|---------|---------------|
| M. I | F. myself | M. it | F. itself |
| M. you | F. yourself | M. we | F. ourselves |
| M. he | F. himself | M. you | F. yourselves |
| M. she | F. herself | M. they | F. themselves |

M. Now you give the reflexive pronoun:

- | | | | |
|-------------------|-------|-------------------|-------|
| F. I | ..... | F. you (singular) | ..... |
| F. she | ..... | F. she | ..... |
| M. it | ..... | M. we | ..... |
| M. you (plural) | ..... | M. she | ..... |
| F. it | ..... | F. he | ..... |
| F. I | ..... | F. they | ..... |
| M. you (singular) | ..... | M. you (plural) | ..... |

F. Listen:

- M. We went for a walk alone.
F. He went for a walk by himself.
M. I took the trip alone.
F. I took the trip by myself.
M. Helen prefers to go to the movies alone.
F. Helen prefers to go to the movies by herself.
M. The girls will study alone.
F. The girls will study by themselves.

M. Now you follow the example. In place of the word "alone" substitute by and the reflexive pronoun.

- | | |
|---|------------------------|
| F. He went for a walk alone. | M. by himself |
| F. I took the trip alone. | M. by myself |
| F. Helen prefers to go to the movies alone. | M. by herself |
| F. The girls will study alone. | M. by themselves |
| M. I can finish this work alone. | F. by myself |
| M. He plans to go to California alone. | F. by himself |
| M. The girls sat alone during the party. | F. by themselves |
| M. Do you like to eat alone? | F. by yourself |
| F. My uncle prefers to live alone. | M. by himself |
| F. The old woman lives alone. | M. by herself |
| F. We were alone last night. | M. by ourselves |

F. Exchange headphones, please.

F. Listen:

- | | |
|--|--|
| M. Mine | M. Hers |
| F. The notebook is mine. | F. This notebook is hers. |
| M. I wrote my name in it myself. | M. She wrote her name in it herself. |
| M. Yours | M. Ours |
| F. This notebook is yours. | F. This notebook is ours. |
| M. You wrote your name in it yourself. | M. We wrote our names in it ourselves. |

F. Now you follow the example. The odds begin; the evens answer:

- | | |
|----------------|-----------------|
| M. mine | F. ours |
| M. yours | F. his |
| M. hers | F. theirs |

M. Now the evens begin; the odds answer:

- | | |
|----------------|-----------------|
| F. his | M. theirs |
| F. yours | M. mine |
| F. ours | M. hers |

F. Exchange headphones, please.

F. This ends the lesson.

EIGHTEENTH WEEK ENRICHMENT

/æ/ as in "bad"

PRACTICE THESE WORDS:

sat	laugh	plaid	backs	cap
cat	hat	lack	bad	absence
absent	action	active	actor	actress
after	angle	pal	fallow	sad

NOW THESE SENTENCES:

1. Cats will lick a water leak.
2. My age puts me on edge.
3. He paid the debt on the right date.
4. You test a pie by its taste.
5. The horse backs and bucks when he sees a box.
6. The cat cut its foot on the cat.
7. It's just my luck to lack a lock for the door.
8. Don't let yourself be late.
9. The captain met the mate on the bridge.
10. The beggar put his cap over his cup when he saw the cop.
11. He took off his hat in the hot hut.
12. In the actors absence, the director took this action.
13. Children are active, eager, and noisy.
14. The actor sat on the cushion and played with the baby.
15. He wore his hat at an angle.

TRY SOME SAMPLES DIALOGUES:

- | | |
|-----------------------------------|---------------------------------------|
| 1. A fat cat sat on my dad's hat. | 1. That actor is hard to shoot. |
| 2. What did you do? | 2. With a camera or a gun? |
| 1. I laughed and laughed. | 1. I mean a camera, of course. |
| 2. What did your dad do? | 2. Why is it so hard? |
| 1. He looked sad. | 1. He wears his hat at a funny angle. |
-
- | |
|----------------------------------|
| 1. Mary had a new plaid cap. |
| 2. Yes, I saw it from the back. |
| 1. It doesn't look bad, does it? |
| 2. No, I think it's a nice cap. |

QUOTATIONS:

Alas for the rarity
Of Christmas charity.

— Hood

The day is cold and dark and dreary;
It rains, and the wind is never weary.

— Longfellow

WINTER'S ON THE WAY!

There's a blustery wild north wind
And a cold and grey-bright sky,
Snowmen stand straight beside each gate,
There's a pale, pale moon on high.

Who has seen the artist
Who frost paints window panes?
Whose marshmallows whirl makes
white clouds swirl,
Snow crystals fall, not rain?

There's a pumpkin in the cellar,
There's a barrel of apples hiding.
A buttery drizzle makes our popcorn sizzle,
After sledding, skating, sliding!

Who paints our pale cheeks rosy,
Nips with cold our fingers . . . toes?
Who turns the trees to skeleton's knees,
Leaves the branch, but steals the rose?

Time to pack away our swim suits,
Time to wear our scarves and mittens.
A fur-lined shoe will feel good, too . . .
Furry wraps keep us warm as kittens!

For winter is on the way,
Its chill will hasten spring,
And shorter grow the days that go
Fleet as snowbirds on the wing.

Mother Earth beds down her seedlings,
Snug and warm 'neath blankets of white;
Each cloud a pillow, icy sheets 'neath
the willow . . .
Nature naps through the winter night!

FALLING SNOW

The snow is beginning to fall at last,
Falling on our window glass,
A little dot, a little splash,
Coming down so very fast.

Oh, snow so fluffy and white,
On the roof tops pretty and bright,
Falling night and day,
We hope that you can stay.

Oh, little flakes of snow,
The winds will soon come and blow,
They may blow you north, south, east or west,
They will separate you from the rest.

Oh, little flakes of snow,
Where will you go?
We will never know,
Oh, little flakes of snow.

— Rodney Merrill

A GIRAFFE

A giraffe in a zoo
Was wounded quite
By people who laughed
At his towering height.
He sighed to himself,
" 'Tis true I'm tall,
But I'm really sorry
For the very, very small.
With my
long
long

neck
And
stilt-
like
legs
I can, if I want to,
Nibble the leaves
That sprout on the tops of
Quite tall trees.
And who but me in all this zoo
Can be both in and outside too?"

NOTE: This poem was written by Tommy Smith, a Navajo student at the Institute of American Indian Arts, Santa Fe, New Mexico.

All of us cannot be poets or writers but we can experiment and discover our talents. This poem is being given to you to show that IT CAN BE DONE!

In your spare time, try and see if you can write a poem — one that rhymes or one like this poem Tommy wrote. Who knows? Perhaps YOUR poem will be published in a magazine or newsletter. Good luck!

— DW

DAWN

Birds pierce the stillness
of early dawn,
Crickets chirp to
new-coming day,
Pots and pans begin
their clatter
Fires smoulder, hiss,
and spark to life.
Dew, spread over grass by night,
now trickles into thirsty soil.
Teepee shadows, long and narrow,
paint peace signs

THE CROCODILE

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!
How cheerfully he seems to grin,
How neatly spread his claws
And welcomes little fishes in,
With gently smiling jaws!

A CENTIPEDE

A centipede was happy quite,
Until a frog in fun
Said, "Pray, which leg comes
after which?"
This raised her mind to such
a pitch
She lay distracted in the ditch
Considering how to run.

A FLEA AND A FLY

A flea and a fly in a flue
Were imprisoned, so what
could they do?
Said the fly, "Let us flee,"
Said the flea, "Let us fly,"
So they flew through a flaw
in the flue.

in striped patterns
On the ground.
The eyes of the camp turn toward
the warrior of the sky.
Each day He rises
with morning sounds
and stretches out his arms
to protect his people
and their crops
with his almighty caring.

— Tommy Smith

ODE TO THE PIG: HIS TAIL

My tail is not impressive
But it's elegant and neat.
In length it's not excessive —
I can't curl it round my feet —
But it's awfully expressive,
And its weight is not excessive,
And I *don't* think it's conceit,
Or foolishly possessive
If I state with some aggressiveness
That it's the final master touch
That makes a pig complete.

— Walter R. Brooks

THE GRANDILOQUENT GOAT

A very grandiloquent goat
Sat down to a gay table d'hôte;
He ate all the corks
The knives and the forks
Remarking: "On these things
I dote."
Then before his repast he began,
While pausing the menu to scan,
He said: "Corn, if you please,
And tomatoes and peas,
I'd like to have served in the can.

— Carolyn Wells

LANGUAGE LESSON PLANS			FOR LAB I		NINETEENTH WEEK	
	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS		
SESSION 1	Provide speaking practice reviewing personal pronouns.	Provide a general understanding of personal pronouns: nom., poss., obj. Provide rapid, oral drills substituting pronouns for nouns. Script S-24-V has suggested exercises. Try to vary the drills to include subjects, possessives, and objects. See <i>Reg. I</i> , 21, 22, 51, 113-115.	Pattern drills requiring subst. of nom., obj., and poss. pronouns; same with reflexives. Dialogue participation with exchanges involving the use of subjects, objects, and possessives. Independent recording with <i>Hiawatha</i> .	Tape S-24-V: <i>Review of Pronouns</i> <i>Listening Practice</i> <i>Hiawatha</i> (model) <i>Regents I</i>		
SESSION 2	Develop careful listening for story comprehension. Provide brief pronunciation drills to practice final consonants.	The entire lesson deals with a narration of the historical background for <i>Paul Revere's Ride</i> . Consider any activity that you feel would contribute to a fuller understanding. The Film Library has an informative and interesting film on <i>Revere</i> .	A listening session to a taped narration with follow-up questions to check comprehension. Choral and individual readings of the <i>Midnight Ride</i> . Practice with three Speak-Sheets for final consonant practice. Individual recordings for practice with <i>Revere</i> .	Tape L-1-V: <i>List for Compreh. Pronouns: Final Cons.</i> M.R. Paul Revere (model tape) Speak-Sheets: P-11-V P-13-V P-14-V		
SESSION 3	Begin to review language learnings of the first semester. Teacher evaluation of: short answers (pos. and neg.) making questions from statements. Pronunciation: /u/ - /uw/ (full - fool) /o/ (brother)	Evaluate oral reading excerpts involving the /u/, /uw/ and /o/ sounds. Your standards should include phrasing that is smooth, intelligible, audible, and clear. Start getting fussy. Assignments for short renditions during the next session may be enjoyable.	Rapid pattern drills reviewing former lessons involving short affirm, and neg. answers. (Yes, it is; No, it isn't); making questions from statements. Review pronunciation: /u/ and /uw/ in minimal pairs and sentences; /o/ in sentences. <i>Play Little Herder in Autumn</i> (in Navajo to page 31).	Tape B-1-V: <i>First Sem. Review</i> <i>Short Ans. Quest.</i> /u/ - /uw/ /o/ sound Speak-Sheets: P-6-V, P-3-V, P-4-V <i>Little Herder In Autumn</i> (books and taped Navajo reading).		

Week's Lessons Follow

M. Tape L-1-V

LISTENING PRACTICE — PAUL REVERE'S RIDE
PRONUNCIATION OF FINAL CONSONANTS

F. (One voice read this)

After the English government removed the Stamp Act, it looked as if the American colonists had won their dispute with England. But the British then passed a law which placed a tax on tea brought to America from England. When the first ship with tea arrived at Boston Harbor, a large party of men dressed as Indians went on board the ship and threw the tea into the harbor. This was the famous "Boston Tea Party." The King of England immediately closed Boston Harbor and sent English soldiers to see that his orders were carried out. General Gage, in command of the King's troops at Boston, saw that war was soon to begin. He planned to take away the colonists' arms before the fighting started so that they could have no guns or ammunition to use against his soldiers.

But General Gage, in carrying out his plans, failed to take into consideration the "Sons of Liberty." The "Sons of Liberty" was a secret group of Boston patriots, formed some time earlier to keep a close watch on everything the British did. The "Sons of Liberty" had taken a leading part in the Boston Tea Party. They regularly sent information to the other colonies concerning everything that went on in and around Boston. In the present case, they already knew of Gage's plan to send British regulars to the towns of Lexington and Concord, where supplies of guns and ammunition had been stored by the local militia. The "Sons of Liberty" obtained their information from servants of the British officers or through special sources planted here and there throughout Boston.

One very active member of the "Sons of Liberty" was Paul Revere. Revere was a silver worker by trade, highly skilled, and with a business of his own. He was a family man with several children. On the surface, he was quiet and serious. But he seemed to burn with the same revolutionary spirit that moved such patriots as John Hancock, Samuel Adams — and Patrick Henry. Revere had been one of the group that boarded the British ships in the Boston Tea Party and threw the tea into the harbor. Several times he had made trips on horseback to Philadelphia, New York, and other towns to carry information from the "Sons of Liberty." On a night in April, 1775, Revere took one more such trip. This trip caught the public imagination in such a way that, almost immediately, Revere became one of the great heroes of the American Revolution.

M. (Another voice read this section)

"The Event." The exact date of Revere's famous midnight ride was Tuesday, April 18th, 1775. The British had started their preparations early the same evening. As soon as night fell, small boats, each holding only ten or twelve men, began to carry British "regulars" across the Charles River from Boston to Cambridge. The whole movement, the British supposed, was being carried out secretly. But as usual the "Sons of Liberty" had their agents watching every move of the British. The "Sons of Liberty" hoped to send out messengers in advance of the British troops in order to warn the Minute Men of each village of the approach of the British. The Minute Men were special militia from each town, trained in such a way as to be ready for any action almost immediately. No Minute Man ever went to bed at night without

first laying out his clothes, his rifle, and ammunition within easy reach. In a minute, he could be dressed, out of the house, and ready to fight. Several times before, the British had sent out troops to neighboring towns to gather up supplies stored by the local militia. On one occasion Paul Revere had ridden on horseback sixty miles, day and night, to the town of Portsmouth to warn the Minute Men of the British approach. When the British arrived, the military stores had all been removed. On a second occasion the British made the mistake of going to the town of Salem on a Sunday, in broad daylight. Church bells rang wildly in every town. Express riders carried the news from place to place, and as a result, Minute Men lined every road. The British commander became so alarmed that he finally turned his troops around and marched them back to Boston without even looking for any military supplies.

The "Sons of Liberty" now hoped that the same thing might happen again when the British arrived in Lexington and Concord. The British, however, had learned something from their experience in Portsmouth and Salem. This time, their troops were to march at night. The whole movement was also to be carried out secretly. In addition, guards had been posted in advance along the way to prevent any colonial messengers from getting through.

It was ten o'clock at night when Paul Revere left his home. Two other messengers were being sent out toward Lexington and Concord by the "Sons of Liberty, by different routes. But Paul Revere was the principal messenger. He had wide experience in these matters; he could be trusted to get through the British, if at all possible. He wore a black hat and a long, black, skirted coat. His wife helped him get ready. Silently, he left his house, silently he passed along the quiet Boston streets. He went first to Christ Church, where he consulted with other members of his group concerning certain signals to be placed in the upper windows of the church. These signals would tell the people of Charlestown, across the river, of his coming. One light would also indicate the British were moving by land; two lights would show that they were moving by water. From here, Revere went to the bank of the Charles River. Here a small boat and two other companions waited for him. All three men entered the small boat, then began the dangerous trip across the river to Charleston. The British ship Somerset lay close at hand. Gun shot from the Somerset might be expected at any moment, killing all three men. Or they might easily be captured, in which case they would be thrown into prison or even put to death at once, without trial. But the small boat moved unseen; soon the men arrived safely on the other side of the river. At once Revere set out on foot, leaving his two companions behind. He knew exactly where to go. At a certain house in Charleston, friends were waiting. A horse, saddled and ready, had also been prepared for him there.

F. (Other voice read this)

Paul Revere's midnight ride, from this point on, has become rather well known history. Several times he was almost captured by British guards, but each time managed to escape by using short-cuts or back country roads with which the British were not familiar. He succeeded in waking the people along his route with the now familiar cry, "The Regulars are coming. Pass the alarm!" Church bells began to ring in the villages through which he passed. Shots were fired into the air. Younger messengers were sent out to warn the people of the back country. Sometimes, as he approached a house, the lights were already on. He had to shout the usual warning and hurry on. Where there were no lights, he pounded upon the door to wake the people.

Revere reached Lexington shortly after midnight, gave the alarm, then pushed on toward Concord. Just outside of Lexington, however, he was captured by a small group of British guards. Revere explained that the whole area was full of armed Minute Men, that it was the guards, not he, who were in danger. When, soon, church bells were heard ringing and shots being fired, the guards tended to believe him. They took his horse and rode off into the night, leaving Revere to return to Lexington on foot.

But Revere's work had been well done. After Lexington had been warned, word of the British approach was quickly carried to Concord. When Revere got back to Lexington, day was just breaking. The British troops had already begun to arrive. But the village square was also full of colonial militia, looking very angry and ready to fight. By one side or another, a shot was fired. This was the "shot that was heard around the world." Eight militiamen were killed, two others wounded. There was further fighting when the British reached Concord. The fighting then continued all day long as the British slowly made their way back to Boston. During this time, the British lost 293 men, killed mainly by colonial militia who shot from behind stone walls or trees and seldom let themselves be seen by the British. The Revolutionary War had finally begun.

- M. Now let's see how well you can remember.
- M. Listen very carefully and tell whether these statements are true or false. You will hear the correct answer after you give your answer.
- F. 1. The "Sons of Liberty" was a group of British soldiers sent
to the colonies. M. False
M. They were Boston colonists who were watching everything the British did.
- F. 2. During the "Boston Tea Party," colonists dressed as British
soldiers threw the tea from British ships into the harbor. M. False
M. They dressed as Indians.
- F. 3. Paul Revere was a member of the "Sons of Liberty."
..... M. True
- F. 4. The Minute Men were town militia, trained to be ready for
action almost immediately. M. True
- F. 5. The "shot that was heard around the world" was fired at
Salem, Massachusetts. M. False
M. It was fired at Lexington, Massachusetts.
- F. 6. After leaving Lexington, Revere succeeded in reaching Con-
cord. M. True
- M. Now, give complete answers to the following:
- F. Why did the colonists have the "Boston Tea Party"?

- M. What action did the British King take against the people of Boston after the "Tea Party"?
- F. What were the "Sons of Liberty"?
- M. How did the "Sons of Liberty" find out about the British plans?
- F. Why did the "Sons of Liberty" want to warn the Minute Men?
- M. What was the purpose of the Minute Men?
- F. Who was Paul Revere?
- M. Why was he chosen as the principal messenger?
- F. How did he cross the Charles River?
- M. By what means did he wake the people along the way to Lexington?
- F. After leaving Lexington, how was he prevented from going to Concord?
- F. Listen closely for ending sounds.
- F. Listen and repeat:
- M. Thirty desks There are thirty desks in the classroom.
- M. Lost a history book Ask Mister Black if he lost a history book.
- M. Almost all Almost all the streets in Salt Lake City are straight.
- M. Scrambled eggs I'd like scrambled eggs, please.
- F. This hospital This hospital is especially good.
- F. Spring day Today is a pleasant spring day.
- F. On the last test I did best on the last test.
- F. Let's stop and rest Let's stop and rest on the grass.
- M. This ends the lesson.

F. Lesson B-1-V

QUESTIONS AND ANSWERS:

The short oo and th sounds

- F. The following drills will be much faster than your other lessons. Try to keep up with them. Speak in a strong, clear voice.
- F. Listen:
- | | |
|---------------------------|-------------------|
| M. Is the lesson easy? | F. Yes, it is. |
| M. Is Fred Martin absent? | F. Yes, he is. |
| M. Are the windows open? | F. Yes, they are. |

M. Now you answer with "yes" and a short answer:

- | | |
|----------------------------|-------|
| F. Is the lesson easy? | ..... |
| F. Is Fred Martin absent? | ..... |
| F. Are the windows open? | ..... |
| F. Is Helen in class? | ..... |
| M. Is the door closed? | ..... |
| M. Are you thirsty? | ..... |
| M. Are we on time? | ..... |
| M. Are they in your class? | ..... |
| F. Is the game on? | ..... |
| F. Is Bill your brother? | ..... |
| F. Is that coat new? | ..... |

M. Listen:

- | | |
|-----------------------------|-------------------|
| F. Is the lesson difficult? | M. No, it isn't. |
| F. Is Mary present? | M. No, she isn't. |
| F. Is Mr. King a teacher? | M. No, he isn't. |

F. Now you answer with "no" and a short answer:

- | | |
|-----------------------------|-------|
| M. Is the lesson difficult? | ..... |
| M. Is Mary present? | ..... |
| M. Is Mr. King a teacher? | ..... |
| M. Are you busy? | ..... |
| M. Are the boys sleepy? | ..... |
| F. Is Mr. Grant hungry? | ..... |
| F. Are you sad? | ..... |
| F. Is he late? | ..... |
| F. Is Harry young? | ..... |
| F. Are the men farmers? | ..... |

M. Listen:

- | | |
|---------------------------|----------------------------|
| F. We're students. | M. Are we students? |
| F. It's a piece of paper. | M. Is it a piece of paper? |
| F. They're children. | M. Are they children? |

F. Now you change these sentences to questions:

- M. We're students.
- M. It's a piece of paper.
- M. They're children.
- M. She's a cook.
- F. You're a policeman.
- F. It's an ink bottle.
- F. They're erasers.
- F. I'm a student.
- M. They're words.
- M. We're soldiers.
- M. It's a piece of chalk.
- M. You're ball players.
- F. They're classrooms.
- F. I'm a farmer.
- F. It's a watch.
- F. He's a child.
- F. She's a nurse.

M. Pronunciation review. The short oo sound in words and sentences:

- | | |
|-------------------------|------------------------|
| F. fool - full | M. wooed - would |
| F. pool - pull | M. fool - full |
| F. cooed - could | M. pool - pull |
| F. stewed - stood | M. wooed - would |

F. Repeat after me:

- | | | |
|----------------|----------------|---------------------------|
| F. full | M. would | F. sugar cookie |
| F. pull | M. book | F. good luck |
| F. book | M. look | F. look at the book |
| F. could | M. hook | F. full of wood |
| F. stood | M. could | |

M. Listen and repeat:

- F. A brook in the woods.
- F. She took one look.
- F. Put your books away.

- F. Would this be a good book?
- M. Look at the wolf.
- M. The woman stood in the room.
- M. Is your book in your room?
- M. All our rooms are full.

F. Listen:

- | | |
|-----------------------------|-----------------|
| M. Is Mr. Jones happy? | F. Yes, he is. |
| M. Is Miss Brandt a nurse? | F. Yes, she is. |
| M. Is Mrs. Stone very busy? | F. Yes, she is. |

M. Now you give the short answer with "yes."

- F. Is Mr. Jones happy?
- F. Is Miss Brandt a nurse?
- F. Is the boy sleepy?
- F. Is Mr. Williams young?
- M. Is the farmer thirsty?
- M. Is Miss Johnson a teacher?
- M. Is Mrs. Vance very busy?
- M. Is Miss Nelson absent?
- F. Is Mr. Duncan sad?
- F. Is the girl tired?
- F. Is the book on the desk?
- F. Is the pen on the table?
- M. Is the orange in the box?
- M. Is the pencil here?
- M. Is the notebook there?
- M. Are the boys strong?
- F. Are the girls pretty?
- F. Are the women early?
- F. Are the men late?
- F. Are the children on time?

M. Listen:

- | | |
|---------------------------------|---------------------|
| F. Are the apples in the box? | M. No, they're not. |
| F. Is Dorothy absent? | M. No, she's not. |
| F. Are John and Harry students? | M. No, they're not. |

F. Now, you answer with "no" and a short answer:

- M. Are the apples in the box?
- M. Is Dorothy absent?
- M. Are John and Harry students?
- F. Are you hungry?
- F. Am I late?
- F. Are we going?
- M. Is Bill sick?
- M. Is this book yours?
- M. Are the children eating?

F. Listen:

- | | |
|-----------------------------|-----------------------------|
| M. Harry is a good student. | F. Is Harry a good student? |
| M. Miss Nelson is happy. | F. Is Miss Nelson happy? |
| M. The boys are on time. | F. Are the boys on time? |
| M. The book is old. | F. Is the book old? |

M. Now you change these sentences to questions:

- F. Harry is a good student.
- F. Miss Nelson is happy.
- F. The boys are on time.
- F. The book is old.
- M. Mr. and Mrs. Vance are happy.
- M. The exercises are new.
- M. Miss Burke is a nurse.
- M. I'm tired.
- F. Those men are carpenters.
- F. You're early.
- F. John is late.
- F. This notebook is new.
- M. The teacher is busy.
- M. The eraser is on the desk.
- M. The door is open.
- M. Mr. and Mrs. Russell are here.
- F. That man is late.
- F. We're early.

- F. That boy is strong.
- F. The book is new.
- M. Miss Hill is a secretary.
- M. Mr. Harper is a teacher.
- M. The blackboard is new.
- M. The desks are old.
- M. Miss Fox and Miss Black are secretaries.

F. Pronunciation review. The "th" in sentences.

F. Listen and repeat:

- F. They always come together.
- M. That's my brother.
- M. I know their mother.
- F. My brothers did that themselves.
- F. This car is better than theirs.
- F. The ice was smooth.
- F. Are they going some other day?
- M. Let's go together.
- M. The weather's getting cold.
- M. You'll find your brother in the gym.

F. Listen:

- M. at the movies
- M. in the book
- M. on the table

- F. I saw him at the movies.
- F. I read it in the book.
- F. I left it on the table.

M. Now you make your own sentence:

- F. at the movie
- F. in the book
- F. on the table
- M. with the boys
- M. after the game
- M. under the window
- F. in the morning
- F. across the ocean
- F. before the game

M. This ends the lesson.

T AND D SOUNDS

P-11-V

Say these words clearly:

tell	wet	sitting	D	doing	could
two	sit	button	do	didn't	would
12, 10	let	mountain	did	idea	should
talk	little	bitten	done	anybody	had
tall	better	written	doctor	condition	find
not	butter	satin	December	good	hold
get	later	gotten	dollar	bad	road
cigarette	eating	day	don't	good-by	

Now, can year hear the difference?

tip - dip	matter - madder	two - do	bitter - bidder
bet - bed	wait - wade	latter - ladder	height - hide
rot - rod	satin - sadden	written - ridden	late - laid
tie - die	wrote - rode	bit - bid	light - lied
town - down	mate - maid	plate - played	dough - toe

Say these sentences. Be careful of your t's and d's:

Tell Dot to do it.	Try to talk English all the time.
Today is cold, isn't it?	The old roads are in bad condition.
This is a better bottle of pop.	You'd better put a little butter on it.
Can you tell me the time?	Sixteen times two equals thirty-two.
It was written by Mark Twain.	A good doctor wouldn't do that.
Ted had a good idea, didn't he?	Don't button the bottom button of your jacket.

SK, SP, ST SOUNDS

P-13-V

Say the following words twice:

skin	skip	asks	especially	lost
sky	escape	risks	expensive	tastes
school	ask	task	hospital	tests
scold	desk	tasks	grasp	bedspread
skate	desks	speak	grasps	whiskers

Can you hear the difference?

desk - desks	rest - rests	steam - steel
ask - asks	miss - mist	most - mostly
grass - grasps	lease - least	dust - dusk
speed - speak	spool - spoon	skip - skit
test - tests	stock - stop	lisp - list

Try saying these sentences:

Thirty desks
Lost a history book
Almost all

Scrambled eggs
This hospital
Spring day
On the last test
Let's stop and rest

There are thirty desks in the schoolroom.
Ask Mister Skinner if he lost a history book.
Almost all the streets in Salt Lake City are
straight.
I'd like scrambled eggs, please.
This hospital is especially good.
Today is a splendid spring day.
I did best on the last test.
Let's stop and rest on the grass.

NINETEENTH WEEK ENRICHMENT

From: Gordon and Wong; A Manual For Speech Improvement, Prentice-Hall, Inc.,
New Jersey

RECOGNITION DRILL:

their	father	loading	thine	den
though	dare	fodder	than	dine
those	dough	they	lather	Dan
loathing	doze	then	day	ladder

PRONUNCIATION OF ð IN WORDS:

BEGINNING	MIDDLE	END
these	teethe	further
those	further	teethe
than	feather	bathe
though	gather	lathe
they	within	soothe
that	although	breathe

PRONUNCIATION OF ð IN PHRASES:

1. the smooth leather
2. without the southern army
3. their father and mother
4. either this one or the other
5. bathing in the soothing waters

PRONUNCIATION OF ð IN SENTENCES:

1. They came to visit their other brother.
2. There was smooth sailing weather for the race.
3. Neither father nor mother kept the tickets.

4. None of them wanted the feather quilt, although it was new.
5. The clothing and the jewels all came together in a leather bag.

PRONUNCIATION OF /t/, θ, /d/, AND ð IN SENTENCES:

1. I thought he taught arithmetic at ten-thirty.
2. The dentist thought he should take out three of Tom's teeth.
3. The day dawned clear, although the weather man promised another downpour.
4. They decorated the birthday cake with the dolls.
5. My father and mother attended Don's wedding together.

PRONUNCIATION OF ð and /z/. READ THESE SENTENCES AND DISTINGUISH CLEARLY BETWEEN THE KEY WORDS WHICH ARE UNDERLINED:

1. Don't *tease* the baby while he is *teething*.
2. They are maving a *closing* out sale on old *clothing*.
3. The workers were *lazing* about near the *lathes*.
4. They were afraid to *breathe* for fear the slight *breeze* would disappear.
5. The city *seethed* with excitement after the rebels had *seized* the town hall.

PRACTICE THESE PAIRS:

/u/ - /uw/

shooed	wooded	look	fool	pull	hood
stewed	should	wood	cooed	full	
Luke	stood	pool	who'd	could	

PRONUNCIATION OF /u/ IN WORDS:

- | | | |
|-----------|----------|----------|
| 1. food | 6. tooth | 11. grew |
| 2. fool | 7. soup | 12. flew |
| 3. choose | 8. chew | 13. crew |
| 4. loose | 9. true | 14. too |
| 5. fruit | 10. glue | |

PRONUNCIATION OF /u/ IN PHRASES:

1. through the cool room
2. eating a lunch of soup and fruit at noon
3. canoeing in the cool moonlight
4. proved to be true
5. moved the troops too soon

PRONUNCIATION OF /u/ IN SENTENCES:

1. The two men on the deserted schooner were locked in the broom closet.
2. Whose ruby was found at the pool?
3. The group in the schoolroom was rude.
4. Who spilled glue in Lou's shoe?
5. The wind soon blew the loose papers through the window.

LANGUAGE LESSON PLANS			FOR LAB I		TWENTIETH WEEK	
	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS		
SESSION 1	Continue to review language learnings of the first semester. Continue teacher evaluations to determine instructional needs for: short answers (pos. and neg.) questions from statements /u/ - /uw/ /ɔ/ sounds	Critically evaluate oral expression to determine the reinforcement needed in future planning. Your standards should consider phrasing that is smooth, intelligible, audible, and clear. Listen to recitations if assigned in the last lesson.	Rapid pattern drills reviewing former lessons involving short affirmative and negative answers. Review pronunciation: /u/ and /uw/ in minimal pairs and sentences /ɔ/ in sentences.	Tape B-1-V: <i>First Semester Rev.</i> Speak - Sheets: P-6-V P-3-V P-4-V		
SESSION 2	Provide speaking practice reviewing language learnings of the first semester. Encourage meaningful expression with intonation in oral readings.	Continuation of the B-1 drills involving short pos. and neg. answers; pluralization of nouns with final "s". Script B-2-V has suggested exercises. Consider introducing <i>Columbus</i> . Brief reports about the man and the discovery could be speaking vehicles for the next lesson. Consider Quiz #2.	Continuation of the B-1 practice involving short pos. and neg. answers; pluralization of nouns with final "s"; he, she, it in the present; review of /o/ in sentences. Individual and choral readings of <i>Columbus</i> , followed up by recording practice. <i>Practice Reader #2</i> , page 80.	Tape B-2-V: Review: Question - Answer; th; final "s"; there is, there are <i>Columbus</i> (poem) Quiz #2 <i>Practice Reader #2</i> , page 80		
SESSION 3	Continue review speaking practice: future tense questions - answers final "s" there is, there are Provide practice reading and speaking numbers, including ordinals.	Listen to brief reports assigned in the last session of different phrases of <i>Columbus</i> and the discovery. Consider reading the poem. Script B-3 includes all of the review exercises that the lab session teaches, with suggested patterns.	Rapid pattern drills involving the use of the future with "going to"; practice in the use of ordinal numbers; pronunciation drills with final "s"; review practice with <i>there is, there are</i> . Choral recitation of <i>A Boy's Prayer</i> , followed up by recording practice.	Tape B-3: Rev.: Future with "going to"; quest. - ans.; final "s"; ordinal numbers <i>A Boy's Prayer</i>		

Week's Lessons Follow

Week's Lessons Follow

M. Lesson B-2-V

QUESTIONS AND ANSWERS (continued)

The 'th' and final 's' sounds

M. Listen:

F. It's raining.

M. Is it raining?

F. We're going now.

M. Are we going now?

F. Mr. Smith is reading the newspaper.

M. Is Mr. Smith reading the newspaper?

F. They're learning to swim.

M. Are they learning to swim?

F. Now you change these sentences to questions:

M. It's raining.

M. We're going now.

M. Mr. Smith is reading the newspaper.

M. They're learning to swim.

M. The boy is talking.

F. The girl is singing.

F. The students are writing.

F. My friends are coming.

F. The girls are sitting down.

F. Miss Johnson is resting now.

M. Listen:

F. Is it raining?

M. It's raining.

F. Are they practicing now?

M. They're practicing now.

F. Is Fred opening the window?

M. Fred is opening the window.

F. Now, you change these questions to statements:

M. Is it raining?

M. Are they practicing now?

M. Is Fred opening the window?

F. Is he going to school now?

F. Is Mr. Harper working in the office?

F. Are the boys listening?

F. Is Miss Hill walking to work?

M. Are the children running?

M. Is Tom working?

M. Is Ruth coming?

M. Is the secretary writing?

F. Listen:

M. Is it raining?

F. Yes, it is.

M. Is Fred erasing the blackboard?

F. Yes, he is.

M. Is Mr. Smith smiling?

F. Yes, he is.

M. Now, you give a short answer with "yes."

F. Is it raining?

F. Is Fred erasing the blackboard?

F. Is Miss Johnson standing up?

F. Is Mr. Smith smiling?

M. Are you studying?

M. Is the farmer eating now?

M. Are Tom and Harry practicing?

M. Are you and Tom on time?

F. Are you learning arithmetic?

F. Is the teacher leaving the building?

F. Is Jane studying her homework?

M. Pronunciation drills. Final 's' sounds.

M. Listen:

F. Horse

M. Two horses

F. Nurse

M. Two nurses

F. Place

M. Two places

F. Now you follow the example:

M. horse

F. match

M. nurse

F. change

M. place

F. ask

M. tax

F. garage

M. Listen:

F. map

M. many maps

F. tape

M. many tapes

F. stamp

M. many stamps

F. Now you follow the example:

M. map
M. tape
M. stamp
M. seat
M. light

F. check
F. roof
F. check
F. satellites
F. photograph

M. Listen:

F. tie
F. club
F. egg

M. five ties
M. five clubs
M. five eggs

F. Now you follow the example:

M. tie
M. club
M. egg
F. wife

F. song
F. car
F. stair

M. Listen and repeat:

F. John walks to school.
F. Mary knits her own sweaters.
F. The chorus sings well.
F. Bill wishes he could be here.
M. You'll find Tom downstairs.
M. The bank cashes checks on Mondays.
M. She notices the latest styles.
M. The judges announced the winners.
F. He says his head aches.
F. Eggs are cheaper downtown.
F. Joe's ties are too loud.
F. Do servicemen pay taxes?
M. The raft floats over the waves.
M. Most garages close on Sundays.
M. He helps his speech with tapes.
M. The satellites are taking photographs.

F. Listen:

M. Is that man a doctor?

F. (carpenter)

F. No, he's not. He is a carpenter.

M. Is Mr. Williams a teacher?

F. (doctor)

F. No, he's not. He's a doctor.

M. Is Miss Vance a nurse?

F. (secretary)

F. No, she's not. She's a secretary.

M. Now you follow the example:

M. Is that man a doctor?

F. (carpenter)

M. Is Mr. Williams a teacher?

F. (doctor)

M. Is Miss Vance a nurse?

F. (secretary)

M. Is that girl sad?

F. (happy)

M. Is this a pen?

F. (pencil)

M. Are the boys absent?

F. (present)

F. Is this lesson hard?

M. (easy)

F. Am I late?

M. (early)

F. Are you a teacher?

M. (student)

F. Are you a carpenter?

M. (farmer)

F. Are the girls sick?

M. (well)

F. Are the books old?

M. (new)

F. A review of the 'th.' Listen and repeat:

M. Are they going there some other day, mother?

M. Let's go together.

M. I'd rather watch T.V. than go to the movies.

M. The younger brother stayed with his mother.

F. They'll drive home together.

F. They'll meet their father here.

F. He wears his leather boots in wet weather.

F. Wealth without health is hardly worth anything.

M. Listen:

F. Is the girl happy?

M. (sad)

M. No, she isn't. She's sad.

F. Is that a desk?

M. (table)

M. No, it isn't. It's a table.

F. Is Fred a fireman?
 M. No, he isn't. He's a policeman.
 F. Are the lessons easy?
 M. No, they're not. They're hard.

M. (policeman)
 M. (hard)

F. Now, you follow the example:

M. Is the girl happy?
 M. Is that a desk?
 M. Is Fred a fireman?
 M. Are the lessons easy?
 F. Are you well?
 F. Is Miss Nelson a teacher?
 F. Is Mr. Jones a cook?
 F. Are the chairs new?
 M. Are the women late?
 M. Am I early?
 M. Are the students present?
 M. Are the children hungry?
 M. Are you a doctor?

F. (sad)
 F. (table)
 F. (policeman)
 F. (hard)
 M. (sick)
 M. (nurse)
 M. (mechanic)
 M. (old)
 F. (early)
 F. (late)
 F. (absent)
 F. (thirsty)
 F. (dentist)

M. Now, you give a short answer with "no," and make another statement of your own.
 You think of what to say:

M. For example:

F. Is the magazine new?

M. No, it isn't. It's old.

F. Now you answer:

M. Is the magazine new?
 M. Is Mr. Harper a doctor?
 M. Is Miss Hill a teacher?
 M. Is Mr. King a soldier?
 F. Is the key on the desk?
 F. Are the boys early?
 F. Are the girls happy?
 F. Is today Saturday?

.....

M. This ends the lesson.

M. Tape B-3-V

REVIEW OF FUTURE TENSE WITH "GOING TO"
REVIEW OF QUESTIONS AND ANSWERS, ORDINAL NUMBERS, FINAL 'S'

M. Listen:

- F. Is it raining?
- M. Is it going to rain next week?
- F. Are the girls listening to the teacher?
- M. Are the girls going to listen to the teacher tomorrow?
- F. Is Mrs. Smith walking?
- M. Is Mrs. Smith going to walk tomorrow?
- F. Is Mr. Jones leaving?
- M. Is Mr. Jones going to leave tomorrow?

F. Now, follow the example. Change these to "going to" questions and add the word "tomorrow."

- M. Is it raining?
- M. Are the girls listening to the teacher?
- M. Am I writing?
- M. Is Mrs. Smith walking?
- F. Is Mr. Jones leaving?
- F. Is it snowing?
- F. Is Mr. Grant resting?
- F. Are we reading?
- F. Am I playing?

M. Listen:

- F. Are the students going to study tomorrow?
- M. Yes, they're going to study.
- F. Are you going to leave?
- M. Yes, I'm going to leave.
- F. Is Mr. King going to arrive next week?
- M. Yes, he's going to arrive.
- F. Is it going to rain?
- M. Yes, it's going to rain.

F. Now you answer:

- M. Are the students going to study tomorrow?
- M. Are you going to leave?
- M. Is Mr. King going to arrive next week?

- F. Is it going to rain?
- F. Is Mrs. Lowry going to visit the class?
- F. Are we going to study arithmetic?
- M. Is the bell going to ring?
- M. Is the child going to cry?
- M. Are you going to open the book?
- F. Listen:
- | | |
|--------------------|------------------------------------|
| M. arrive tomorrow | F. She's going to arrive tomorrow. |
| M. eat now | F. She's going to eat now. |
| M. help next week | F. She's going to help next week. |
| M. work next month | F. She's going to work next month. |
- M. Now, follow the example:
- | | |
|---------------------------|-------|
| F. arrive tomorrow | ..... |
| F. eat now | ..... |
| F. help next week | ..... |
| M. work next month | ..... |
| M. walk now | ..... |
| M. write tomorrow evening | ..... |
| F. sit down now | ..... |
| F. practice next week | ..... |
| F. study Wednesday | ..... |
| M. sing next Friday | ..... |
| M. stand up now | ..... |
| M. listen now | ..... |
| F. stay home next week | ..... |
| F. graduate in four years | ..... |
- M. The final 's' sounds. Listen and repeat:
- F. As time passed, more and more towns grew up along the shores and waterways.
.....
- F. It was hard to send letters in those days.
- F. The roads were paths through the woods.
- F. Most of the mail went by boats to towns.
- M. In bad winds, boats often went down.
- M. Settlers had to find better ways to send letters.

- M. Towns and cities grew up in the West.
- M. As new roads were made, stagecoaches carried letters.
- F. You could buy stamps at post offices.
- F. Letters went across the United States.
- F. Trucks take them to post offices.

M. Listen:

- F. water in the glass
- M. Is there water in the glass? Yes, there is.
- F. a key on the desk
- M. Is there a key on the desk? Yes, there is.
- F. a lot of chalk in the classroom
- M. Is there a lot a chalk in the classroom? Yes, there is.
- F. a lot of boys in the gym
- M. Are there a lot of boys in the gym? Yes, there are.
- F. some paper in the store
- M. Is there some paper in the store? Yes, there is.

F. Now follow the example. Ask the question; then answer with "yes."

- M. water in the glass
- M. a key on the desk
- F. a lot of boys in the gym
- M. a lot of chalk in the classroom
- F. some paper in the store
- F. pencils in the box
- F. a ball game tonight

M. Listen:

- F. What's in the box? M. There are pencils in the box.
- F. What's in the park? M. There are some trees in the park.
- F. What's on the desk? M. There's a telephone on the desk.
- F. What's in the office? M. There's a desk in the office.

F. Now you give your own answers. Begin your answers with "There's" or "There are."

- M. What's in the box?
- M. What's in the park?
- M. What's on the desk?
- M. What's in the office?

- F. What's at the movies?
- F. What's at the gym?
- F. What's in the garden?
- F. What's on the blackboard.
- M. What's on the menu?
- M. What's in the bottle?

F. Listen:

- | | |
|--------------------------------------|--------------------------------------|
| M. There's a girl in the class. | F. Is there a girl in the class? |
| M. There are ten rooms in the house. | F. Are there ten rooms in the house? |
| M. There's a library downtown. | F. Is there a library downtown? |
| M. There's a name in the book. | F. Is there a name in the book? |

M. Now you change these sentences to questions:

- F. There's a girl in the class.
- F. There are ten rooms in the house.
- F. There's a library downtown.
- F. There's a name in the book.
- M. There are seven days in a week.
- M. There are a lot of trees in town.
- M. There are two hundred pages in the book.
- M. There's some ink in the bottle.
- F. There's a lot of paper on the desk.
- F. There are a lot of exercises in the lesson.
- F. There are a lot of words on that page.
- F. There's a coat here.
- M. There's a window in the classroom.
- M. There's a key on the desk.
- M. There are some flowers in the park.

F. Let's review the pronunciation of numbers. Listen carefully to the endings.

- | | |
|-----------------|------------------|
| M. first | M. sixth |
| M. second | M. seventh |
| M. third | M. eighth |
| M. fourth | M. ninth |
| M. fifth | M. tenth |

F. eleventh
 F. twelfth
 F. thirteenth
 F. fourteenth
 F. fifteenth

F. sixteenth
 F. seventeenth
 F. eighteenth
 F. nineteenth
 F. twentieth

M. Listen and repeat:

F. That's lesson one.
 F. That's the first lesson.
 M. Lesson two is easy.
 M. The second lesson is easy.
 F. Lesson three is short.
 F. The third lesson is short.
 M. Lesson four is hard.
 M. The fourth lesson is hard.
 F. There are five boys in the room.
 F. The fifth boy is Tom.
 M. There are six girls in the room.
 M. The sixth girl is Mary.
 F. There are seven days in a week.
 F. The seventh day is Saturday.
 M. This is lesson eight.
 M. This is the eighth lesson.
 F. There are nine teachers in the school.
 F. The ninth teacher is Miss Norton.
 M. There are ten houses on that street.
 M. My house is the tenth house.

F. Listen:

M. one
 M. two
 M. three
 M. four

F. first
 F. second
 F. third
 F. fourth

M. Now you follow the example:

F. one	F. eight	M. ten
F. two	F. nine	F. eleven

F. three	F. ten	F. nineteen
M. four	M. seven	F. twenty
M. five	M. four	F. five
M. six	M. two	F. three
F. seven	M. one	

M. Listen:

- F. I'm leaving tomorrow.
- M. When are you leaving?
- F. He's going to arrive next week.
- M. When is he going to arrive?
- F. They're going to study the day after tomorrow.
- M. When are they going to study?
- F. The class is at six o'clock.
- M. When is the class?

F. Now you ask the questions. Begin with "when."

- M. I'm leaving tomorrow.
- M. He's going to arrive next week.
- F. They're going to study the day after tomorrow.
- F. The class is at six o'clock.

M. Listen:

- F. The book is on the table.
- M. Where's the book?
- F. The boys are in the classroom.
- M. Where are the boys?

F. Now you ask the questions. Begin with "where."

- M. The book is on the table.
- M. The boys are in the classroom.
- F. The girl is going to town.
- F. They're studying in the library.

M. Listen:

- F. I'm feeling fine.
- M. How are you feeling?
- F. He's sick.
- M. How is he?

F. Now you ask the question. Begin with "how."

- M. I'm feeling fine.
- M. He's sick.
- F. They're doing well in school.
- F. I'm going to town by car.

M. Listen:

F. He's late because he's sick.

F. Why is he late?

M. He's running because he's hungry.

M. Why is he running?

F. Now you ask the question. Begin with "why."

M. He's late because he's sick.

M. He's running because he's hungry.

F. She's singing because she's happy.

F. He's studying because he's a good student.

M. Now you follow the example and ask the questions:

F. You are going to leave tomorrow.

M. When

F. The book is on the table.

M. Where

F. He's feeling well.

M. How

M. He's late because he's sick.

F. Why

M. Mother's coming tonight.

F. When

M. I'm rushing because I'm late.

F. Why

M. I'll get home by bus.

F. How

M. This ends the lesson.

TWENTIETH WEEK ENRICHMENT

THERE IS; THERE ARE (POSITIVE)

THERE IS and THERE ARE are important phrases in English. Use THERE IS with singular nouns; use THERE ARE with plural nouns. (Examples: *There is* a book on the table. *There are* two magazines on the desk.)

GIVE THE CORRECT FORM:

1. There (is, are) a magazine on the chair.
2. There (is, are) two men in the office.
3. There (is, are) many children in the park.
4. There (is, are) many people on the bus.
5. There (is, are) a man at the door.
6. There (is, are) seven days in a week.
7. There (is, are) twelve months in a year.
8. There (is, are) a rug on the floor.
9. There (is, are) two windows in this room.
10. There (is, are) many students in our class.
11. There (is, are) many English classes in our school.
12. There (is, are) only one chair in this room.

13. There (is, are) several pictures on the wall.
14. There (is, are) only one cloud in the sky.
15. There (is, are) two dishes on the table.
16. There (is, are) many churches in this city.
17. There (is, are) two women in Mr. Smith's office.
18. There (is, are) nobody in the room.
19. There (is, are) someone at the door.
20. There (is, are) many new words in this lesson.
21. There (is, are) a new student in our class.
22. There (is, are) a letter here for you.

THERE IS; THERE ARE (NEGATIVE)

The negative form of THERE IS and THERE ARE is gotten regularly by placing NOT after the verb. (Examples: There *is not* one cloud in the sky. There *are not* many students in our class.) In everyday conversation, however, the contractions *isn't* and *aren't* are generally used. (Examples: There *isn't* one cloud in the sky. There *aren't* many students in our class.)

CHANGE TO NEGATIVE FORM. USE CONTRACTIONS ONLY.

1. There are many chairs in this room.
2. There is a radio in each room.
3. There is a policeman on the corner.
4. There are many offices in that building.
5. There are many new students in our class.
6. There are many children in the park.
7. There is a typewriter in each room.
8. There are many magazines on the desk.
9. There is a window in the room.
10. There are two doors in the room.
11. There are many churches in this city.
12. There is a rug on the floor.
13. There are two men in the office.
14. There is a letter here for you.
15. There are many clouds in the sky.
16. There are many new words in this lesson.
17. There is a mouse in this room.
18. There is one girl in our class.
19. There are many exercises in this lesson.
20. There is a library in this building.
21. There are two telephones in the office.
22. There is a blackboard in our classroom.

THERE IS ; THERE ARE (QUESTION FORM)

The question form of THERE IS and THERE ARE is gotten regularly by placing the verb before the word *there*. (Examples: *Is there* a pencil on the desk? *Are there* many students in your class? How many days are there in a week?)

CHANGE TO QUESTIONS:

1. There is a policeman on the corner.
2. There are many students in our class.
3. There is a typewriter in each class.
4. There is a window in each room.
5. There is a letter here for you.
6. There are many clouds in the sky today.
7. There are several new words in this lesson.
8. There is a library in this building.
9. There is no blackboard in our classroom.
10. There are two telephones in the office.
11. There is a mouse in the room.
12. There are many churches in this city.
13. There is a rug on the floor.
14. There are many birds in the tree.
15. There are several magazines on the table.
16. There is a radio in every room.
17. There is only one chair in the room.
18. There are only two dishes on the table.
19. There are many English classes in our school.
20. There are twelve months in a year.
21. There are only a few people on the bus.
22. There are several pictures on the wall.

A BOY'S PRAYER

Anonymous

O God, on this day which is called the birthday of my country, I come to Thee with joy and thankfulness in my heart. I thank Thee for the courage and patience and faith which have been the possession of the real builders of my nation ever since the first explorers touched her shores. Help me to know that such qualities will always be greater than selfishness and greed and love of power.

I thank Thee that I live in a land where knowledge is counted as a good thing and school are free to all. May I be an intelligent citizen not only when I am grown to manhood but now as well.

O God, Creator of all beauty, Thou hast made this country very beautiful! Far beyond imposing buildings and the ingenious inventions and conveniences which men have contrived do I prize steep mountains for my feet to climb, running streams to loiter beside, pine-carpeted forests in which dwell beasts and birds in their freedom. Help me to live near the things which Thou hast made.

And because I am so proud of my country and her possibilities, because I am so thrilled to be a part of it all, may I realize that other boys in other countries have the same feelings. All the world is Thine, O Heavenly Father, and Thou wouldst have us all be brothers. Let not pride of race or place of birth have room in my heart today, but let me in thought clasp hands with all boys the world around.

May I thus celebrate in truth my country's birthday.

Amen.

COLUMBUS

Joaquin Miller

It is difficult for modern Americans to appreciate fully the debt we owe Columbus. As you read this poem, try to imagine what it would be like to cross the Atlantic, not knowing what lay ahead; before there were any ocean liners, submarines, or airplanes. What kind of man would attempt such a voyage?

* * *

Behind him lay the gray Azores,
Behind the Gate of Hercules;
Before him not the ghost of shores,
Before him only shoreless seas.
The good mate said: "Now must we pray,
For, lo, the very stars are gone,
Brave Admiral, speak; what shall I say?"
"Why, say: 'Sail on, sail on, and on.'"

"My men grow mutinous day by day;
My men grow ghastly wan and weak."
The stout mate thought of home: a spray
Of salt wave washed his swarthy cheek.
"What shall I say, brave Adm'r'l, say,
If we sight naught but seas at dawn?"
'Why, you shall say, at break of day:
'Sail on, sail on, and on.'"

They sailed and sailed, as winds might blow,
Until at last the blanched mate said:
"Why, now not even God would know
Should I and all my men fall dead.
These very winds forget the way,
For God from these dread seas is gone.
Now speak, brave Adm'r'l, speak and say —"
He said: "Sail on, said on, and on."

They sailed. They sailed. Then spake the mate:
"This mad sea shows its teeth tonight;
He curls his lip, he lies in wait
With lifted teeth as if to bite:
Brave Adm'r'l, say but one good word;
What shall we do when hope is gone?"
The words leapt like a leaping sword:
"Sail on, sail on, and on."

Then pale and worn, he paced the deck
And peered through darkness, Ah that night
Of all dark nights, and then a speck —
A light, A light, At last a light.
It grew, a starlit flag unfurled,
It grew to be Time's burst of dawn.
He gained a world; he gave that world
Its greatest lesson: "On, sail on."

LANGUAGE LESSON PLANS			FOR LAB 1		TWENTY-FIRST WEEK
	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS	
SESSION 1	Continue review speaking practice: future tense questions-answer final "s" there is, there are Provide practice reading and speaking numbers, including ordinals.	Make class presentation with materials you found most effective during the last session. See <i>Regents I</i> , pages 53-56, 77; <i>Regents II</i> , pages 22, 23, 24. Script B-3 includes all of the review exercises that the lab session teaches, with suggested patterns.	Rapid pattern drills involving the use of the future with "going to"; practice in the use of ordinal numbers; pronunciation drills with final "s"; review practice with <i>there is, there are</i> . Independent recording with <i>A Boy's Prayer</i> .	Tape B-3: Rev.: Future with "going to"; quest.-ans.; final "s"; ordinal numbers <i>Regents I, II</i> <i>A Boy's Prayer</i>	
SESSION 2	Provide pronunciation review drills, vowels and consonants, from all previous lessons.	Select a variety of oral reading. Make a personal evaluation of pronunciation progress while the students read. Consider the value of giving any of the quizzes from the text. Refer to Script P-11-V for content and consider any of the most pertinent Speak-Sheets.	Listening practice; recognition and production drills; minimal pairs contrasting sounds in initial, medial, and final positions. Choral and individual readings emphasizing low pronunciation tolerance of previously practiced sounds.	Tape P-11: Any pertinent Speak-Sheets Model tapes: <i>Hiawatha</i> Students' choice	
SESSION 3	Provide speaking practice making indirect statements. Provide pronunciation practice with final "s" consonant clusters. Listening practice, and follow up to a short story.	Explain and teach the change from direct quotations to indirect statements. Script S-21 has pattern samples. Oral and/or written drills may be helpful. The lab lesson includes the "final s" in final consonant clusters.	Listening practice with follow-up comprehension check; pattern drills requiring changes from direct quotations to indirect statements; word and sentence drills involving clusters with /s/, /z/ and /iz/ endings; drills changing direct questions to indirect statements.	Tape S-21-V: Indirect Statements Final "s" in consonant clusters <i>Short Story</i> Model tape: Students' choice	

Week's Lessons Follow

M. Tape P-11-V

PRONUNCIATION REVIEW DRILLS:

M. Listen closely for ending sounds.

M. Listen and repeat:

F. pit - bit
F. time - dime
F. came - game
F. cheap - jeep
F. fine - vine
F. thigh - thy
F. see - zee
F. mesher - measure

M. cup - cub
M. hat - had
M. pick - pig
M. rich - ridge
M. life - live
M. teeth - teethe
M. rice - rise
M. ruche - rouge

F. Listen and repeat:

M. be - v
M. wine - vine
M. cheap - sheep
M. jail - yale
M. pledger - pleasure

F. robe - rove
F. v - we
F. watch - wash
F. yet - jet
F. garage - garage (j, z)

M. Listen and repeat:

F. tin - then
F. thing - sing
F. D - thee
F. Z - thee

M. bat - bath
M. path - pass
M. breed - breathe
M. breeze - breathe

F. Listen and repeat:

M. sin - sing
M. ram - ran
M. singer - finger
M. light - right
M. wait - rate
M. hat - rat
M. at - hat

F. ran - rang
F. home - hone
F. hanger - hunger
F. lead - read
F. weed - road
F. hide - ride
F. I'd - hide

M. Listen and repeat:

- | | |
|------------------------|--------------------------|
| F. hat - hats | M. like - liked |
| F. dog - dogs | M. learn - learned |
| F. wish - wishes | M. want - wanted |

F. Listen and repeat:

- | | |
|----------------------|----------------------|
| M. sit - seat | F. lid - lead |
| M. sit - city | F. red - ready |
| M. met - mat | F. said - sad |
| M. let - late | F. sell - sail |
| M. meet - mate | F. B - bay |
| M. hat - hot | F. lack - lock |
| M. nut - not | F. luck - lock |
| M. not - night | F. lock - like |

M. Listen and repeat:

- | | | |
|------------------------|------------------------|-------------------------|
| F. luck - look | M. cud - could | F. pull - pool |
| F. look - Luke | M. could - cooed | F. look - Luke |
| F. caught - coat | M. bought - boat | F. full - fool |
| F. caught - cut | M. wrong - rung | F. stood - stewed |
| F. now - no | M. loud - load | F. suit - soot |
| F. ball - boil | M. call - coil | F. fool - full |

M. Listen and repeat:

- | | |
|-----------------------|-----------------------|
| F. saw - sore | M. Shaw - shore |
| F. star - store | M. tar - tore |
| F. shore - sure | M. tore - tour |
| F. her - hear | M. were - we're |
| F. hair - hear | M. fare - fear |

F. Now listen closely to the following groups of words. Tell me which has the "the" sound. Just say "first, second, or third."

- | | | | | |
|---------|-------|-------|-------|--------|
| M. sank | thank | sank | ..... | F. 2nd |
| M. sank | sank | thank | ..... | F. 3rd |
| M. thin | din | din | ..... | F. 1st |
| M. dan | dan | than | ..... | F. 3rd |
| M. din | din | thin | ..... | F. 3rd |

F. mouth	mouse	mouse	.....	M. 1st
F. mouse	mouth	mouse	.....	M. 2nd
F. pass	path	pass	.....	M. 2nd
F. pass	pass	path	.....	M. 3rd
M. ladder	ladder	lather	.....	F. 3rd
M. lather	ladder	ladder	.....	F. 1st
M. day	they	day	.....	F. 2nd
M. day	day	they	.....	F. 3rd

M. Listen carefully. Tell me which word does not end with a final 's' sound. Say "first, second, third or fourth."

F. dogs	dogs	dog	dogs	.....	M. 3rd
F. likes	likes	likes	like	.....	M. 4th
F. chairs	chair	chairs	chairs	.....	M. 2nd
F. stairs	stairs	stair	stairs	.....	M. 3rd
F. desks	desk	desks	desks	.....	M. 2nd
M. work	work	work	work	.....	F. 1st, 2nd, 3rd, 4th
M. works	works	work	works	.....	F. 3rd
M. horses	horses	horses	horse	.....	F. 4th
M. dollars	dollars	dollar	dollars	.....	F. 3rd
M. dollars	dollar	dollar	dollars	.....	F. 2nd, 3rd
M. dollars	dollars	dollar	dollar	.....	F. 3rd, 4th
F. dollar	dollar	dollar	dollar	.....	M. 1st, 2nd, 3rd, 4th
F. languages	languages	language	languages	.....	M. 3rd
F. vegetables	vegetables	vegetables	vegetable	.....	M. 4th
F. vegetable	vegetable	vegetables	vegetables	.....	M. 1st, 2nd
F. apples	apple	apples	apples	.....	M. 2nd

F. Listen carefully: Tell me the word that does *not* end with the final 'k' sound. Say "first, second, third or fourth."

M. like	like	lie	like	.....	F. 3rd
M. pike	pie	pike	pike	.....	F. 2nd
M. were	work	work	work	.....	F. 1st
M. work	work	way	work	.....	F. 3rd

F. wake	wake	way	wake	 M. 3rd
F. way	way	way	wake	 M. 1st, 2nd, 3rd
F. make	may	make	make	 M. 2nd
F. make	make	make	may	 M. 4th

F. Listen:

M. stop	F. stopped
M. hope	F. hoped
M. like	F. liked

M. Now you say the past tense to the following verbs:

F. stop	.....	M. dress	.....
F. hope	.....	M. laugh	.....
F. like	.....	M. stuff	.....
F. talk	.....	M. tooth	.....
F. watch	.....	M. push	.....
F. reach	.....	M. wish	.....
F. pass	.....	M. cash	.....

F. Listen:

M. rob	F. robbed
M. beg	F. begged
M. judge	F. judged

M. Now you give the past to the following verbs:

F. rob	.....	M. clean	.....
F. beg	.....	M. long	.....
F. judge	.....	M. free	.....
F. love	.....	M. stay	.....
F. breathe	.....	M. tie	.....
F. close	.....	M. toy	.....
F. call	.....	M. claw	.....
F. care	.....	M. allow	.....
F. sum	.....	M. glue	.....

F. Listen:

M. want	F. wanted
M. repeat	F. repeated
M. wait	F. waited

M. Now you say the past tense of the following verbs:

F. want	M. need
F. repeat	M. add
F. wait	M. crowd
F. seat	M. attend
F. rest	M. decide

F. Listen and repeat:

M. watched	watch it	watched it
M. stopped	stop it	stopped it
M. wished	wish it	wished it
M. loved	love it	loved it
F. cleaned	clean it	cleaned it
F. showed	show it	showed it
F. repeated	repeat it	repeated it
F. attended	attend it	attended it

M. Listen and repeat:

F. his	M. met	F. have
F. it	M. said	F. has
F. been	M. ten	F. map
F. in	M. well	F. glass

M. Listen and repeat:

F. sit - set - sat	M. pick - pack - peck
F. bat - bet - bit	M. mess - mass - miss
F. ban - been - Ben	M. ten - tin - tan
F. hid - had - head	M. pit - pet - pat

F. Listen carefully to endings. Listen and repeat:

M. hit - hid	F. cup - cub
M. spend - spend	F. laws - lose
M. wand - want	F. bed - bet
M. hat - had	

M. Now tell me which word ends with a 'd' sound as in "bed." Say, "first, second, third."

- | | | |
|-------------------------|-------|-------------|
| F. bet - bet - bed | ..... | M. 3rd |
| F. hat - had - hat | ..... | M. 2nd |
| F. bed - bed - bet | ..... | M. 1st, 2nd |
| F. let - let - led | ..... | M. 3rd |
| M. hurt - heard - hurt | ..... | F. 2nd |
| M. hurt - hurt - hurt | ..... | F. none |
| M. heart - hard - heart | ..... | F. 2nd |

M. Listen carefully to final sounds. Listen and repeat:

- | | | | |
|-------------------|-------|-------------------|-------|
| F. leaf - leave | ..... | M. mound - mount | ..... |
| F. H - age | ..... | M. robe - rope | ..... |
| F. sit - Sid | ..... | M. shoed - shoot | ..... |
| F. joint - joined | ..... | M. bag - back | ..... |
| F. fierce - fears | ..... | M. card - cart | ..... |
| F. larch - large | ..... | M. Ford - fort | ..... |
| F. hurt - heard | ..... | M. cores - course | ..... |
| F. heart - hard | ..... | M. fours - force | ..... |

F. Listen and repeat:

- | | | | |
|----------|-------|-----------|-------|
| M. fast | ..... | F. lasts | ..... |
| M. lost | ..... | F. rests | ..... |
| M. least | ..... | F. tastes | ..... |
| M. rest | ..... | F. tests | ..... |
| M. ask | ..... | F. asks | ..... |
| M. desk | ..... | F. desks | ..... |
| M. mask | ..... | F. masks | ..... |
| M. task | ..... | F. tasks | ..... |

M. Listen and repeat:

- F. Would this be a good book?
- F. She took the book and put it away.
- F. My brothers have another car.
- F. Are they going there some other day, Mother?
- M. This is the place he used to live.
- M. Is it his?

- M. He received the letter when he arrived.
- M. The bus always stops when it gets to the railroad tracks.
- F. He works with his friend's father.
- F. She always buys her vegetables first.
- F. How many desks and chairs will they need?
- M. This ends the lesson.
- M. Tape S-21-V

INDIRECT STATEMENTS — REVIEW PRONUNCIATION
FINAL CONSONANT CLUSTERS — FINAL 'S'

- M. A Letter to a Sweetheart
- M. Listen carefully to this short story:

A LETTER TO A SWEETHEART

- F. One day a young man was writing a letter to his sweetheart who lived just a few miles away in a nearby town. Among other things, he was telling her how much he loved her and how wonderful he thought she was. The more he wrote, the more romantic he became. Finally, he said that in order to be with her he would be willing to suffer the greatest difficulties, he would face the greatest dangers that anyone could imagine. In fact, he said, to spend only one minute with her, he would climb the highest mountain in the world, he would swim across the widest river, he would enter the deepest forest and with his bare hands fight against the fiercest animals.

He finished the letter, signed his name, and then suddenly remembered that he had forgotten to mention something quite important. So, he added at the bottom of the letter: Sweetheart, I'll be over to see you on Wednesday night — if it doesn't rain.

- M. To whom was the young man writing?
- M. Did his sweetheart live far away or nearby?
- M. Among other things, what was he telling her?
- M. Did he become more or less romantic the more he wrote?
- M. Did he promise to suffer great difficulties or little difficulties in order to be with her?
- F. What kind of dangers was he ready to face?
- F. To spend only one minute with her, what mountain was he ready to climb?
- F. What river was he ready to swim?
- F. What did he add to his letter?
- F. Did he promise to visit her no matter what happened?
- F. What did he say would stop him from visiting her?

M. Indirect statements.

M. Listen:

- F. Helen said, "I don't feel well."
- M. Helen said that she didn't feel well.
- F. John said, "I'll be back before noon."
- M. John said that he would be back before noon.
- F. She said, "I cannot speak Spanish."
- M. She said that she couldn't speak Spanish.
- F. The boy said, "My first name is Paul."
- M. The boy said that his first name was Paul.

F. Now you change the following from direct to indirect speech. ABCD.

- M. Helen said, "I don't feel well."
 - F. Helen said that she didn't feel well.
- M. John said, "I'll be back before noon."
 - F. John said that he'd be back before noon.
- M. She said, "I cannot speak Spanish."
 - F. She said that she couldn't speak Spanish.
- M. The boy said, "My first name is Paul."
 - F. The boy said that his first name was Paul.

M. Now let's continue:

- F. Bill said, "I've read the book."
- M. Mary said, "It's going to rain."
- F. The girls said, "We are going to the movies."
- F. The teacher said, "Everyone has to write a composition."
- F. John said, "I don't know how to do this."
- F. William said, "I can tell them by telephone."

M. Now let's go back to ABCD and you may check yourself.

- F. Mike said, "I like to work here."
 - M. Mike said that he liked to work here.
- F. The man said, "I have no money."
 - M. The man said that he had no money.
- F. The girl said, "The plane will be an hour late."
 - M. The girl said that the plane would be an hour late.
- F. She said, "It will arrive at five o'clock."

F. Now try it on your own again:

- M. The doctor said, "John is a very sick boy."
- M. Mary said, "I know his name."
- M. Mr. Smith said, "I am too busy to leave."
- M. John said, "It is getting late."
- M. He said, "We will have to hurry."

F. Listen:

- M. John asked, "Where does Mary live?"
- F. John asked where Mary lived.
- M. He asked me, "How do you like Phoenix?"
- F. He asked me how I liked Phoenix.
- M. He asked me, "Where do you live?"
- F. He asked me where I lived.
- M. She asked me, "Are you going with them?"
- F. She asked me whether I was going with them.
- M. Mr. Smith asked me, "Where are you going?"
- F. Mr. Smith asked me where I was going.

M. Now you change the following from direct to indirect speech:

- F. John asked, "Where does Mary live?"
- F. He asked me, "How do you like Phoenix?"
- F. He asked me, "Are you going with them?"
- F. Mr. Smith asked me, "Where are you going?"
- M. He asked her, "What is your name?"
- M. He asked her, "Where do you work?"
- M. The man asked me, "How old are you?"
- M. I asked her, "What time is it?"
- M. I also asked her, "Where are you going?"
- M. The teacher asked, "Where is John?"

F. Pronunciation drill:

F. Listen and repeat:

- | | | |
|-----------------|-----------------|---------------------|
| M. stops | F. sits | M. talks |
| M. keeps | F. lets | M. laughs |
| M. sleeps | F. gets | M. coughs |
| M. hopes | F. takes | M. stuffs |
| M. writes | F. checks | M. telegraphs |
| M. sits | F. makes | |

F. Listen closely for endings. Listen and repeat:

- M. He usually stops work at noon and sleeps for an hour.
M. She sits in the park everyday and waits for her friends.
M. He always walks and talks with me.
M. She always laughs at us.
M. These shops don't sell maps.
F. She's always at least ten minutes late for dates.
F. Thanks for my books.
F. These are my friend's handkerchiefs.
F. The births and deaths are recorded in the city hall.

M. Listen and repeat:

- | | | |
|-----------------|-----------------|------------------|
| F. names | M. stairs | M. schools |
| F. towns | M. ears | M. pencils |
| F. songs | F. times | M. letters |
| F. walls | F. pens | M. chairs |
| M. smiles | F. things | |
| M. cars | F. rings | |

F. Listen and repeat:

- M. How many times have you played these games?
M. These signs say there are telephones in this drugstore.
M. The walls of these schools are made of brick.
M. Do you get many letters from your sisters and brothers?

F. Listen:

- M. Where does he work?
F. I don't know where he works.
M. What time is it?
F. I don't know what time it is.
M. Where is Mr. Smith?
F. I don't know where Mr. Smith is.
M. Is he in his office?
F. I don't know whether he is in his office.
M. Did he leave the building?
F. I don't know whether he left the building.

M. Now, you answer. Begin with "I don't know." ABCD.

- | | |
|-------------------------|---|
| F. Where does he work? | M. I don't know where he works. |
| F. What time is it? | M. I don't know what time it is. |
| F. Where is Mr. Smith? | M. I don't know where Mr. Smith is. |
| F. Is he in his office? | M. I don't know whether he is in his office. |

F. Now you answer on your own:

- | | |
|--------------------------------|-------|
| M. Did he leave the building? | ..... |
| M. Where is his secretary? | ..... |
| M. What time will she be back? | ..... |
| M. Where does Helen live? | ..... |
| F. Does Bill speak Spanish? | ..... |
| F. Is she a good student? | ..... |
| F. Does she get good marks? | ..... |

M. Let try ABCD. So you may check yourself.

- | | |
|----------------------------|---|
| F. Is it four o'clock yet? | M. I don't know whether it's four o'clock yet. |
| F. What is the date today? | M. I don't know what the date is today. |
| F. Does the bus stop here? | M. I don't know whether the bus stops here. |
| F. Where does it stop? | M. I don't know where it stops. |

F. Listen and repeat:

- | | | |
|--------------------|-------------------|-------------------|
| M. robs | F. rides | F. leaves |
| M. rubs | M. digs | F. arrives |
| M. describes | M. brags | M. breathes |
| M. grabs | M. begs | M. bathes |
| F. leads | M. hugs | M. smooths |
| F. reads | F. believes | |
| F. decides | F. lives | |

F. Listen closely for final sounds. Listen and repeat:

- | |
|--|
| M. The teacher always gives him a book when he arrives. |
| M. Bob's sister has two jobs. |
| F. Both the dog's legs are hurt. |
| F. It seems that he always comes to class late. |
| M. She always hears the news on the radio. |
| M. The postman always rings the doorbell when he brings us letters. |

F. This ends the lesson.

TWENTY-FIRST WEEK ENRICHMENT

FEBRUARY — THE STORY OF THE MONTH

FEBRUARY is the second and the shortest month of the year. It is named from an old Roman word, Februarius, meaning to purify because in this month the people were purified for religious festivals which followed throughout the year.

February was not included as a month when Romulus made the first Roman calendar year. Februarius, as the Romans called the month, was added later by Numa Pompilius. He made it the twelfth month of the year. It was not placed after January until hundreds of years later.

February usually has twenty-eight days. Every fourth year, or leap year, it has one extra day. February had thirty days until the time of Julius Caesar, who took one day off to add to the month of July, which was named after him. The emperor Augustus took another day off to add to August, the month named after him.

FAMOUS BIRTHDAYS

Victor Herbert
Charles Dickens
Thomas A. Edison
Galileo
Horace Greeley
William H. Harrison

Charles Lamb
Abraham Lincoln
Henry Wadsworth Longfellow
James Russell Lowell
Felix Mendelssohn
George Washington

GREAT EVENTS

Florida was ceded by Spain to the United States in 1819.
The Washington Monument was dedicated in 1885.
The American warship, "Maine" was blown up in Havana Harbor in 1898.
U. S. stormed Iwo Jima in 1945.

SEASONAL MATERIAL — FEBRUARY

GROUND-HOG DAY

February second
Is Ground-Hog Day,
A day to be reckoned with,
People say;
For if on that day
Mr. Ground Hog sees
His shadow at all
We're bound to freeze
For six more weeks,
Till spring appears,
And the good old warmth
Of summer nears.

— Solveig Paulson Russell

GROUND-HOG DAY

Up from his hole with eyes half-shut
A furry ground hog came.
He squinted to the north and east,
And to the west and south, the same.
He sniffed the cold air frolicking
That made his mustache quiver,
And forced his eyes to open wide,
And made his middle shiver.
He looked into the gray-cloud sky
For any sign of the sun;
He looked around for shadows,
But he didn't see a one.
And so he shook his ground-hog self,
And warmed himself with springing,
And turning "summersaults," and such,
And clapping paws and singing.
And this is what he sang about:
"Heigh-ho and happy days!
Though very few can guess it now,
Spring's surely on its way!"

— Solveig Paulson Russell

WASHINGTON

As long as there is a February
We will ask,
"How many men could have
Accomplished the task
Of bringing a country
To complete unity
Governing a people, and yet
Leaving them free?"
And the answer will always,
Ever be ONE:
The soldier, the statesman —
George Washington.

— Lillie D. Chaffin

WASHINGTON

What can we say of Washington?
That he was great and gracious,
A gallant and a hardy soul,
Spirited, sagacious.
What can we say of Washington,
Gentleman and farmer?
That he loved his land and loved his God,
And honor was his armor.
Soldier, statesman, champion, friend
Of freedom, right, and justice,
He won a war and the presidency
And he married Martha Curtis.
What can we say of Washington?
That in victory's shining hour
The people clamored to make him king,
Be he craved no fame or power.
He doffed his sword, his robes of state
(But never his spotless armor),
And he packed his bags, Mt. Vernon bound,
A gentlemen and farmer.

— Ethel Jacobson

GEORGE WASHINGTON

Washington, so staunch and brave,
As a leader always gave:
Self without a thought of cost;
Hope when freedom's cause seemed lost.
Idolized by soldiers, friends he
Never worked for his own ends.
Gallant leader, man of God,
Tireless tiller of the sod, he
Obeyed duty, country's call —
Now he is revered by all.

— Don Marshall

GEORGE WASHINGTON

George Washington, George Washington,
A soldier true and great;
He fought to make our country free,
His birth we celebrate.

GEORGE WASHINGTON

George Washington, the father of our country,
A brave and very honest man was he,
It's said he told the truth when people asked him
If he cut down his father's cherry tree.
He led his men when they went into battle,
And kept their spirits up when they were sad,
His love for liberty and freedom made him
Among the strongest presidents we've had.

— Helen M. Webster

LINCOLN SPOKE

He sat on a log at noontime.
He heard the sound of a bird.
His thoughts took form within him.
He spoke
And a forest heard.
He stood in the halls of justice
That the cause of right might be served.
He reasoned with homespun humor.
He spoke
And his neighbors heard.
From the pinnacle of high office,
Appearing uncouth and absurd,
He bitterly fought injustice
He spoke
And a nation heard.
He rose on a field of battle
To say a few solemn words.
His great heart torn within him,
He spoke
And mankind heard.

— Hazel M. Thomson

LINCOLN, MARTYRED PRESIDENT

Lincoln was a lonely soul,
As the great are apt to be,
But his heart was stout as a hickory pole
And his faith as deep as the sea.
Lincoln was a troubled soul,
For the times were torn with strife,
Yet to keep our precious Union whole
Was the great goal of his life.
Lincoln was a merry man,
For he well knew laughter's part —
A welcome, healing balm that can
Relieve the burdened heart.
For Lincoln was a tragic man
Who knew hate's ugly force,
While he strove prayerfully to plan
The nation's rightful course.
That nation stands intact today,
So well he held the reins —
Lincoln, who settled a bloody fray,
And was martyred for his pains.

— Ethel Jacobson

CHORAL READING
ABRAHAM LINCOLN
Lila Vanden Berg

Light Voices: Lincoln a boy —
Solo: An ordinary boy —
All: He lived in a poor home.
Solo: A motherless boy,
All: He loved his new mother well.
Solo: A hardworking boy,
All: He was a champion rail-splitter.
Solo: An unschooled boy,
He borrowed books to read.

Medium Voices: Lincoln a man —
Solo: A kind man —
All: He would help everyone in need.
Solo: An honest man,
All: He repaid when he overcharged.
Solo: A self-educated man,
All: He trained himself for law.
Solo: A humorous man,
All: He told jokes on himself.
Solo: A gentleman,
All: He would go out of his way to do good.

Heavy Voices: Lincoln a statesman —
Solo: A true statesman
All: He loved his nation dearly.
Solo: A wise statesman,
All: He guided it through war.
Solo: A sincere statesman,
All: He sought freedom for all.
Solo: A forgiving statesman,
All: He was charitable to the defeated enemy.
Solo: A martyred statesman,
He had served his country well.

All: Lincoln
Light: The boy,
Medium: The man,
Heavy: The statesman,
All: Understood by few,
Loved by many,
Honored by all!

VALENTINE LOVE

It's fun to cut out valentines,
And send them on their way.
Because each one I make, you see,
Has something sweet to say.
I put, "I love you dearly,"
On the one that goes to Mother.
And, "From your loving sister,"
On the one I give to Brother.
And Father gets a pretty one,
With lots of words of love,
And my teachers and my playmates,
All the ones I'm thinking of.

— Enola Chamberlin

A VALENTINE

A valentine's a token,
More than it shows;
More than doves on silver wings,
Or flowers, or satin bows;
More than color—red and white.
Or gold, and blue.
From me to you.

— Solveig P. Russell

TO YOU

King Winter made a Valentine
To set your heart aglow —
A pretty thing of frosty lace
With crystals in a row.
Then Spring slipped in through icy trees,
Though chilled from head to toe,
And left her special Valentine —
A crocus in the snow.

VALENTINES, VALENTINES . . .

An armful of valentines,
A lapful of valentines
With rosebuds and ribbons
And little pink hearts;
A bushelful of valentines,
A barrowful of valentines
With lace paper scallops
And shiny gold darts . . .
For family and friends,
For classmates by dozens,
For Teacher, the paper boy
And all my aunts and cousins,
And one for the postman
Who puts them in his sack
To take to all the houses . . .
And bring me others back!

— Ethel Jacobson

LANGUAGE LESSON PLANS FOR LAB I TWENTY-SECOND WEEK

PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1 Provide speaking practice making indirect statements. Provide pronunciation practice with final "s" consonant clusters. Listening practice, and follow-up to a short story.	Explain and teach the change from direct quotations to indirect statements. Script S-21 has pattern samples. The lab lesson includes the final "s" in final consonant clusters.	Listening practice with follow-up comprehension check; pattern drills requiring changes from direct quotations to indirect statements; word and sentence drills involving clusters with /s/ /z/ and /iz/ endings; drill changing direct questions to indirect statements.	Tape S-21-V: Indirect Statements Final "s" in consonant clusters <i>Short Story</i> Model tape: students' choice
SESSION 2 Provide pronunciation review of vowel sounds.	Script P-12-V has suggested exercises for vowel contrasts included in the lesson. Consider Quizzes #3, #4, #9.	Recognition, discrimination and production of vowel contrasts: /i/ : /e/ /u/ : /uw/ /u/ : / / /e/ : /ae/ /i/ : /iy/ /a/ : / / in minimal pairs and sentences. Recording: <i>Typical American</i> — <i>Chief Joseph</i>	Tape P-12-V: Pronunciation Rev. Drills: Vowel Sounds Model tape: <i>Typical American</i> — <i>Chief Joseph Surrender Speech</i>
SESSION 3 Provide idiomatic verb phrases "used to" and "going to" for speaking practice. Pronunciation review: final "ce" /s/ endings.	Reinforce understanding of time concept in past and future tense changes. (oral and/or written drills) Script S-22-V has suggested patterns and content. See <i>Regents I</i> for appropriate coverage.	Short story (Robert Bruce) with follow-up comprehension questions; pattern drills involving "used to" and "going to" substitutions; dialogue participation with the fore-going; pronunciation review of "nce" words (endings and final "s" using minimal pairs). Record: <i>Hiamovi</i> (Cheyennes)	Tape S-22-V: Used to, going to Final "nce," /s/ <i>Hiamovi</i> (model tape) students' choice

Week's Lessons Follow

M. Tape P-12-V

PRONUNCIATION, REVIEW DRILLS — VOWEL SOUNDS

M. These drills will be rapid. Listen closely, speak in a strong, clear voice.

M. Listen and repeat:

F. it	.....	M. it	.....
F. met	.....	M. met	.....
F. at	.....	M. at	.....
F. but	.....	M. but	.....
F. not	.....	M. not	.....
F. taught	.....	M. taught	.....
F. foot	.....	M. foot	.....
F. see	.....	M. see	.....
F. say	.....	M. say	.....
F. by	.....	M. by	.....
F. boy	.....	M. boy	.....
F. now	.....	M. now	.....
F. no	.....	M. no	.....
F. do	.....	M. do	.....
F. ear	.....	M. ear	.....
F. their	.....	M. their	.....
F. her	.....	M. her	.....
F. are	.....	M. are	.....
F. or	.....	M. or	.....
F. poor	.....	M. poor	.....

F. Listen for the short 'i' sound, as in *it, sit, fit, live*, tell me which word does *not* have the 'i' sound — first, second, third, or fourth:

M. it - it - eat - it	.....	F. (3rd)
M. sit - seat - sit - sit	.....	F. (2nd)
M. fit - fit - fit - feet	.....	F. (4th)
M. live - leave - live - live	.....	F. (2nd)
F. his - his - he's - his	.....	M. (3rd)
F. fill - feel - fill - fill	.....	M. (2nd)
F. did - did - did - deed	.....	M. (4th)

F. Now I'll say "eat," you say "it." I'll say "leave," you say "live."

F. eat	.....	F. deed	.....	M. eat	.....
F. seat	.....	M. he's	.....	M. he's	.....
F. feet	.....	M. steel	.....		
F. leave	.....	M. feel	.....		

F. Listen and repeat:

- M. This is it.
- M. The children are big.
- M. His sister is busy.
- M. Which children did it?
- M. Is it his?
- F. She's thin.
- F. I need some ink.
- F. It's green.
- F. We will listen to him sing.
- F. This building has seventeen windows.

M. Listen for the short double 'o' sound, as in *put, foot, wood, could, book*. Listen. Tell me which word does *not* have the 'u' sound — first, second, third, or fourth.

- F. full - full - fool - full M. (3rd)
- F. pull - pool - pull - pull M. (2nd)
- F. soot - soot - soot - suit M. (4th)
- F. could - could - cooed - could M. (3rd)
- M. would - wooed - would - would F. (2nd)
- M. should - shoed - should - should F. (2nd)
- M. look - look - luke - look F. (3rd)

M. Listen and repeat:

- | | | |
|----------------|--------------------|-------------------|
| F. put | F. should | M. wouldn't |
| F. good | F. would | M. cook |
| F. book | M. wood | M. woolen |
| F. woman | M. wool | M. push |
| F. foot | M. couldn't | |
| F. could | M. shouldn't | |

F. I'll say "pool," you say "pull." I'll say "Luke," you say "look."

- | | | |
|---------------|-----------------|----------------|
| F. pool | F. cooed | M. shoed |
| F. Luke | F. suit | M. wooed |
| F. fool | M. stewed | M. who'd |

F. Listen and repeat:

- M. Would this be a good book?
- M. He shouldn't have stood on that foot.
- M. She took the book and put it away.
- F. Look at that pretty woman.
- F. Good luck.
- F. Put your books on the table.
- F. Is that a good cook book?
- M. It's his school book.
- M. All our rooms are full.
- M. Is your book in your room?
- M. Take a look at this book.

F. Listen and repeat:

- | | |
|--------------------|--------------------|
| M. check | F. sat |
| met | cash |
| else | back |
| yes | dad |
| M. met - mat | F. mat - met |
| bed - bad | bad - bed |
| said - sad | sad - said |
| head - had | had - head |
| M. men | F. am |
| send | and |
| hem | land |
| ham | them |
| M. ham - him | F. hem - ham |
| sand - send | send - sand |
| man - men | men - man |
| jam - gem | gem - jam |

M. Listen and repeat:

- F. This bread is better.
- F. I get a check-up every year.
- F. Betty is never ready on time.
- F. Answer the question.
- M. I'm glad he's my friend.
- M. I went to bed about eleven.
- M. He's ready for class.
- M. She's a friend of my family.

- M. I guess he's happy.
- F. The doctor is examining his head and chest.
- F. I went to bed about eleven.
- F. The book is red, yellow and black.
- F. Please get me some apples and bananas.
- F. I went to answer the next question.

- | | |
|--------------------------|------------------------|
| M. pet - pat | M. peck - pack |
| M. said - sad | M. then - than |
| M. lend - land | M. set - sat |
| F. mess - mass | F. neck - knack |
| F. met - mat | F. merry - marry |
| F. spend - spanned | F. bed - bad |
| M. dead - Dad | M. beg - bag |
| M. net - gnat | M. very - vary |
| M. N - an | M. M - am |

- F. Pass the jelly, Ed.
- M. Get back exactly at midnight, Ted.
- F. Let's ask Mack's friends.

M. Listen very carefully and repeat:

- | | |
|-----------------------------------|------------------------------|
| F. pit - pet - pat | M. pat - pet - pit |
| F. sit - sat - set | M. set - sit - sat |
| F. lid - led - lad | M. led - lad - lad |
| F. nick - neck - knack | M. knack - nick - neck |
| F. knit - net - gnat | M. gnat - knit - net |
| F. bin - Ben - ban | M. Ben - bin - ban |
| F. mirror - merry - marry | |
| F. miss - mess - mass | M. mass - mess - miss |
| F. did - dead - Dad | M. dead - did - Dad |
| F. pick - peck - pack | M. pick - pack - peck |
| F. mitt - mat - met | M. mat - met - mitt |
| F. is - says - has | M. has - says - is |
| F. pin - pen - pan | M. in - N - an |
| F. dribble - rebel - rabble | |

F. Listen and repeat:

M. saw - sore	F. sore - saw
M. caught - court	F. court - caught
M. fought - fort	F. fort - fought
M. Shaw - shore	F. shore - Shaw

M. Listen closely and repeat:

F. noise - knows - gnaws	M. gnaws - knows - noise
F. toll - toil - tal!	M. toil - toll - tall
F. paws - poise - pose	M. pose - poise - paws
F. joy - Joe - jaw	M. Joe - joy - jaw
F. sure - shore	M. shore - sure
F. moor - more	M. more - moor
F. tour - tore	M. tore - tour
F. lure - lore	M. lore - lure
F. phone - fawn - fun	M. hall - whole - hull
F. caught - cut - coat	M. wrote - rut - wrought
F. bust - bossed - boast	M. chuck - choke - chalk
F. but - bought - boat	
F. sea - say - sigh - soy	
F. boy - by - bay - be	
M. tail - tile - teal - toil	
M. I'll - eel - oil - ale	

F. sit - seat	M. lid - lead	F. caught - coat
F. met - mat	M. said - sad	F. caught - cut
F. let - late	M. sell - sail	F. now - no
F. meet - mate	M. lack - lock	F. ball - boil
F. hat - hot	M. luck - lock	F. cud - could
F. bed - bad	M. lock - like	F. could - cooed
F. nut - not	M. luck - look	F. bought - boat
F. not - night	M. look - Luke	F. loud - load

M. Listen and repeat:

F. sigh	F. hi	M. mine
F. Y	F. high	M. time
F. 5	M. like	M. child
F. 9, 19, 90	M. my	M. might

F. Friday	F. why	M. fine
F. July	F. nice	M. by
F. all right	M. night	M. buy
F. write	M. eye	M. goodbye

F. Listen closely and repeat:

M. like - lack	F. lack - like	M. like - lack - like
M. right - rat	F. rat - right	M. right - right - rat
M. night - gnat	F. gnat - night	M. gnat - night
M. fine - fan	F. fan - fine	M. fine - fan - fine
M. might - mat	F. mat - might	M. might - mat - might

F. I'll say "rat," you say "right." I'll say "fat," you say "right."

F. rat	F. fat	F. lack	F. gnat
F. mat	F. cat	M. rat	M. fat
M. lack	M. gnat	M. mat	M. cat

F. I think Friday will be all right.

F. Would you like to watch the fight?

M. The child likes ice cream.

M. The bus will arrive at nine.

F. This ends the lesson.

M. Tape S-22-V

IDIOMATIC VERB PHRASES "USED TO," "GOING TO" PRONUNCIATION REVIEW DRILLS — FINAL 'S' SOUNDS

M. Listen carefully to the following story:

ROBERT BRUCE AND THE SPIDER

F. Robert Bruce was a famous Scottish patriot and general. In the early fourteenth century, he tried to drive the English out of Scotland. But he was unsuccessful because the English were too powerful. Finally, Bruce was forced to run away and to hide in a cave.

One day he lay on his back in his cave, thinking of the sad state of Scotland, a spider began to weave a web above his head. Simply to amuse himself, Bruce reached up and broke the web. Immediately the spider began to weave a new one. Then six times in succession Bruce broke the web, and six times the spider immediately made a new one. Bruce admired such determination. He said to himself that he would break

the web the seventh time. If the spider made a new one, it would be a good lesson to him for he had been defeated six times in battle.

Bruce then broke the web, and again the spider made a new one.

From this simple incident, Bruce gained new encouragement. He again gathered an army, and this time he was successful in driving out the English.

M. Now answer these questions:

- M. 1. Who was Robert Bruce?
- M. 2. Who did he try to drive out of Scotland?
- M. 3. Was he successful or unsuccessful in his first efforts?
- M. 4. Were the English very weak or very powerful?
- M. 5. What was Bruce finally forced to do?
- M. 6. Where did he hide?
- F. 7. What did Bruce do to amuse himself?
- F. 8. What did the spider begin to do?
- F. 9. How many times in succession did Bruce break the web?
- F. 10. What did Bruce admire about the spider?
- F. 11. What did Bruce learn from the incident?
- F. 12. Was he finally successful or unsuccessful in driving out the English?

M. Listen:

- | | |
|-----------------------------------|----------------------------------|
| F. John played basketball. | M. John used to play basketball. |
| F. Bill smoked very much. | M. Bill used to smoke. |
| F. He bought his clothes in town. | M. He used to buy. |

F. Now you answer with "used to."

- | | |
|---|------------------------|
| M. John played basketball. | F. used to play |
| M. Bill smoked very much. | F. used to smoke |
| M. He bought his clothes in town. | F. used to buy |
| M. We worked together. | F. used to work |
| F. We saw all the good movies. | M. used to see |
| F. He came by bus. | M. used to come |
| F. He walked to school. | M. used to walk |
| F. She came to class on time. | M. used to come |
| M. He helped us very much. | F. used to help |
| M. There was a large desk in this corner. | F. used to be |
| M. I went to that school. | F. used to go |

- M. We listened to the news on the radio. F. used to listen
- M. We called them on the telephone. F. used to call

M. Listen:

- | | |
|-----------------------------|--|
| F. He studies in our class. | M. He is going to study in our class. |
| F. They live in Texas. | M. They are going to live in Texas. |
| F. We eat dinner at home. | M. We are going to eat dinner at home. |
| F. He is a marine. | M. He's going to be a marine. |

F. Now you change the sentences to future with "going to."

- | | |
|--------------------------------------|-------|
| M. He studies in our class. | ..... |
| M. They live in Texas. | ..... |
| M. We eat dinner at home. | ..... |
| M. He is a marine. | ..... |
| F. They leave early in the morning. | ..... |
| F. It is a beautiful day. | ..... |
| F. He goes to Chicago by bus. | ..... |
| F. He waits for us after the lesson. | ..... |
| M. He studies hard. | ..... |
| M. He has lunch with me. | ..... |
| M. They are good students. | ..... |
| F. He meets us after work. | ..... |
| F. I get up early in the morning. | ..... |
| F. John helps us with the work. | ..... |

M. Exchange headphones please.

M. Listen:

- | | |
|---|-----------------------|
| F. (come) | M. Will he come? |
| F. He used to come, but I don't think he's going to come anymore. | |
| F. (help) | M. Will he help? |
| F. He used to help, but I don't think he's going to help anymore. | |
| F. (play ball) | M. Will he play ball? |
| F. He used to play ball, but I don't think he's going to play ball anymore. | |
| F. (help) | M. Will he help? |
| F. He used to help, but I don't think he's going to help anymore. | |
| F. (play ball) | M. Will he play ball? |
| F. He used to play ball, but I don't think he's going to play ball anymore. | |

- F. (drive) M. Will he drive?
 F. He used to drive, but I don't think he's going to drive anymore.
 F. (drive) M. Will he drive?
 F. He used to drive, but I don't think he's going to drive anymore.

M. Odds ask, evens answer:

- F. come F. drive M. give a talk
 F. help M. be here
 F. play ball M. meet us

F. Evens ask, odds answer:

- M. stop here M. visit us F. come
 M. help us F. play ball
 M. be here F. meet us

M. Listen:

- F. John played the piano. M. John used to play the piano.
 F. John is going to play the piano.
 F. He came by bus. M. He used to come by bus.
 F. He is going to come by bus.
 F. We walked to school. M. We used to walk to school.
 F. We are going to walk to school.
 F. She came to class on time. M. She used to come to class on time.
 F. She is going to come to class on time.

M. Now the odds answer with "used to" and the evens answer with "going to."

- F. John played the piano.
 F. He came by bus.
 F. We walked to school.
 F. She came to class on time.
 M. He helped us very much.
 M. I went to that school.
 M. He was a good student.
 M. We called them on the telephone.

F. Now the evens answer with "used to" and the odds with "going to."

- M. We eat dinner at 6:00.
 M. He goes to Chicago by bus.
 M. She studies hard.

- M. He meets us after work.
- F. She takes driving lessons.
- F. I get up early in the morning.
- F. John helps us with the work.

M. Exchange headphones please.

M. Pronunciation review drill:

M. Listen and repeat:

- | | |
|-----------------|-----------------|
| F. since | M. once |
| F. tense | M. sense |
| F. dance | M. bounce |
| F. prince | M. fence |
| F. prints | M. prince |
| F. cents | F. sense |
| F. tents | M. tense |
| F. mints | M. mince |

M. Listen carefully for final sounds. Listen and repeat:

- | | |
|---------------------------|-------------------------------|
| F. hens - hence | M. once - one's |
| F. sins - since | M. whence - when's |
| F. pens - pence | M. wince - wins |
| F. Dan's - dance | M. fence - fens |
| F. purse - purses | M. distance - distances |
| F. nurse - nurses | M. horse - horses |
| F. course - courses | M. verse - verses |
| F. dance - dances | M. fence - fences |

F. Listen closely to final sounds. Listen and repeat:

- | | | |
|------------------------|-------------------------|-----------------|
| M. yours | F. cars | M. shores |
| F. hers | M. pours | F. shares |
| M. fears | F. peas | |
| M. hers - hearse | M. purrs - purse | |
| M. fours - force | M. fears - fierce | |

M. This ends the lesson.

TYPICAL AMERICAN

Nicholas Murray Butler
(1862 - 1947)

The typical American is he who, whether rich or poor, whether dwelling in the North, South, East or West, whether scholar, professional man, merchant, manufacturer, farmer, or skilled worker for wages, lives the life of a good citizen and a good neighbor; who believes loyally and with all his heart in his country's institutions, and in the underlying principles on which these institutions are built; who directs both his private and his public life by sound principles; who cherishes high ideals; and who aims to train his children for a useful life and for their country's service.

SURRENDER SPEECH

Chief Joseph, Nez Perce to
Major General O. O. Howard,
Bear Paw Mountains, Montana

October 5, 1877

"Tell General Howard I know his heart. What he told me before I have in my heart. I am tired of fighting. Our chiefs are killed. Looking Glass is dead. Too-hul-hul-sote is dead. The old men are all dead. It is the young men who say yes or no. He who led on the young men is dead. It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food; no one knows where they are — perhaps freezing to death. I want to have time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs. I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever."

Quotations from American Indian Chiefs:

HIAMOVİ — The Cheyennes

"Long ago, the Great Mystery caused this land to be and made the Indians to live in this land. Well has the Indian fulfilled all the intent of the Great Mystery for him . . .

Once, only Indians lived in this land. Then came strangers from across the great water. No land had they; we gave them our land. No food had they; we gave them our corn. The strangers are become many and they fill all the country. They dig gold — from my mountains; they rear cities — of my stones and rocks; they make fine garments — from the hides and wool of animals that eat my grass. None of these things that make their riches did they bring with them from beyond the great water; all comes from my land, the land the Great Mystery gave to the Indians.

And when I think of this, I know that it is right even so. In the heart of the Great Mystery, it was meant that stranger — visitors — my friends across the great waters — should come to my land; that I should bid them welcome; that all men should sit down with me and eat together of my corn. It was meant by the Great Mystery that the Indian should give to all people.

But the white man has never known the Indian. It is thus: there are two roads, the white man's road and the Indian's road. Neither traveller knows the road of the other.

A little while, and the old Indians will no longer be and the young will be even as white men. When I think, I know that is in the mind of the Great Mystery that white men and Indians who fought together should now be one people.

There are birds of many colors — red, blue, green, yellow — yet all one bird.

There are horses of many colors — brown, black, yellow, white — yet all one horse.

So cattle — so all living things — animals, flowers, trees.

So men; in this land where once were only Indians, are now men of every color — white, black, yellow, red — yet all one people. That this should come to pass was in the heart of the Great Mystery. It is right thus.

And everywhere there should be peace."

— Hiamovi, A Chief of the Cheyennes

TWENTY-SECOND WEEK ENRICHMENT

SHORT VOWELS

Pat, pat, pat, pat —
I am the vowel in pat.
I laugh, I clap, I dance, I clang,
I cram, because I'm even in slang.

Pet, pet, pet, pet —
I am the vowel in pet.
You'll find me in any, penny and tell
And ever present in words like bell.

Pit, pit, pit, pit —
I am the vowel in pit.
I limp, I spin, I jig, I sing;
I nibble at things and skip in a ring.

Look, look, look, look —
I am the vowel in look.
You could, if you would, find me in pull;
I'm in put, I'm in cook, and I'm even in wool.

Lock, lock, lock, lock —
I am the vowel in lock.
I'm in body, in hop; I'm in bob, I'm in spot;
I should be in lobby, but often I'm not.

Luck, luck, luck, luck —
I am the vowel in luck.
I'm in crush, and in puff, I'm in but, and in rough;
I'm in love, cup and dove; and that is enough.

— Agnes Curren Hamm

PRACTICE THIS SENTENCE. IT HAS THE SHORT VOWEL SOUNDS IN IT.

FAT ED IS NOT UP.

OTHER PRACTICE SENTENCES FOR VOWELS (FRONT, MID, BACK):

FRONT:	Lee will let fair Ann pass.
MID:	Blurring the sun.
BACK:	Who could obey all honest fathers?

PRACTICE WORDS:

A

mate

hate

sate

cape

rate

ration

rage

mace

page

make
space
lake

E

bee
Easter
feel
me
leave
deed

I

aye
type
by
die
spice
isle

O

owe
oak
know
slow
beau
so

U

use
Butte
muse
huge
fuse
cupid

sage
mace
age

peace
redeem
spree
demon
seeks
queen

resign
high
write
rhyme
ratify
spite

foe
no
sew
dough
boat
road

dilute
music
salute
commute
stupid
ruse

nation
parade
invade

meeting
teetering
ceaseless
dreaming
leaflet
believe

buy
design
mine
delight
dine
sign

yeoman
home
dome
Rome
alone
gnome

pure
mural
accurate
cure
demure
insurance

PRACTICE:

"Oh say can you see by the dawn's early light?"

THE RAIL-SPLITTER

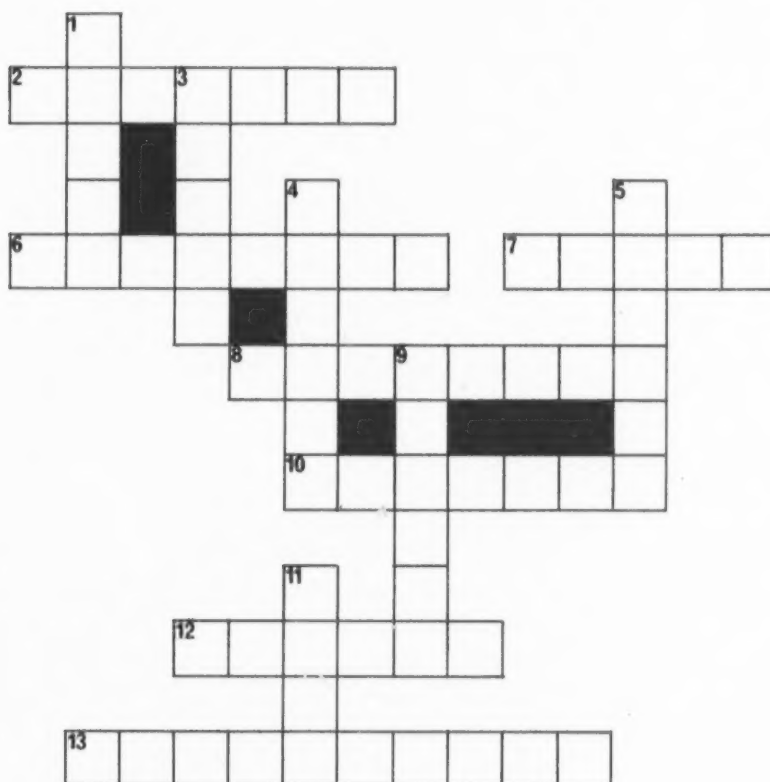
Crossword Puzzle

DOWN

1. He was the War President.
3. Log house in which he was born.
4. His nickname was Abe.
5. His line of work.
9. His birthday is February
11. His wife's first name.

ACROSS

2. Sixteenth President.
6. While a young man, he lived in
7. A little girl thought he should grow one.
8. His native state.
10. Building in which he was shot.
12. He freed them.
13. Site of his most famous speech.



LANGUAGE LESSON PLANS			FOR LAB I		TWENTY-THIRD WEEK
PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS		
Provide idiomatic verb phrases, "used to" and "going to" for speaking practice. Pronunciation review: final "ce" /s/ endings	Reinforce understanding of time concept in past and future tense changes (oral and/or written drills). Script S-22 has suggested patterns and content. See <i>Regents I</i> for appropriate coverage.	Short story (Robert Bruce) with follow-up comprehension questions; pattern drills involving "used to" and "going to" substitutions; dialogue participation with the foregoing; pronunciation review of "nce" words (endings and final "s" using minimal pairs. Record <i>Hiamovi</i> (Cheyennes).	Tape S-22-V: Used to, going to Final "nce," /s/ <i>Hiamovi</i> (model tape) Students' choice		
Provide speaking practice for polite commands & requests. Pronunciation review: diphthong contrasts Listening to an <i>Aesop Fable</i>.	Consider the value of pattern practice with commands and requests. Script S-23 has suggested exercises that may be adapted to oral and/or written activities. Consider some of the <i>Aesop Fables</i> for speaking practice. See <i>English 900, Book 3, Unit 2</i>, page 13.	<i>Aesop Fable (The Elephant's Popularity)</i>, for listening, with follow-up comprehension questions; pattern drills involving polite commands and requests; pronunciation with /thr/ and /ehr/ (fear, fair; fur, far; tore, tour). Introduce and provide background for <i>Flanders Fields</i>.	Tape S-23-V: Imperative Mood Pronunciation Review An <i>Aesop Fable</i> <i>Flanders Fields</i> (model tape)		
Provide speaking practice reviewing personal pronouns.	Provide oral and/or written drills requiring pronoun substitutions for nouns. Refer to Script S-24-V for suggested exercises. Try to vary the drills to include nominative, possessive and objective substitutions. See <i>Regents I</i> for appropriate exercises.	Pattern drills requiring substitutions of nominative, possessive and objective pronouns; same procedure with reflexive pronouns. Participation dialogue drills with the exchanges involving the same forms of pronouns in conversation. Recording: <i>Which Language Is Best?</i>	Tape S-24-V: Review of Pronouns Listening Practice <i>Which Language Is Best?</i>		

Week's Lessons Follow

F. Tape S-23-V

IMPERATIVE MOOD — COMMANDS & REQUESTS

PRONUNCIATION REVIEW DRILL — AN AESOP FABLE

- M. One of the stories of Aesop, the writer of ancient Greece, concerns a group of animals in the forest who were discussing the popularity of the elephant. They all agreed that the elephant was the most popular animal in the forest, but none of them could give a satisfactory explanation of this fact.

The giraffe said, "If the elephant had a long neck like mine, then it would be easy to understand his popularity. He would be the tallest animal in the forest."

The peacock said, "If the elephant had a beautiful tail like mine, it would be easy to understand. He would be the most beautiful animal in the forest."

The rabbit said, "If the elephant could run as fast as I, it would be easy to understand. He would be the fastest animal in the forest."

The bear said, "If the elephant were as strong as I, it would be easy to understand. He would be the strongest animal in the forest."

Suddenly, the elephant himself appeared. He was larger and stronger than any of the other animals. He was also superior in many other ways, but he was always quiet and modest about his many accomplishments. This, after all, was the real explanation of his popularity.

F. Now answer the following questions:

- F. 1. Who is the author of the story?
- F. 2. What was the group of animals discussing?
- F. 3. What did they all agree upon?
- F. 4. What did the giraffe say?
- F. 5. What did the peacock say?
- M. 6. What did the rabbit say?
- M. 7. What did the bear say?
- M. 8. Who finally appeared?
- M. 9. How did the elephant compare with the other animals?
- M. 10. What was the real explanation of the elephant's popularity?

F. Listen:

M. Wait here, please.

M. Sit there, please.

F. Pass the sugar, please.

F. Take this, please.

M. Please come back later.

M. Hold this, please.

F. Close the door, please.

M. Now add the word please to the beginning or end of the command and ask someone to:

- F. Wait here.
- F. Come back later.
- F. Sit there.
- F. Hold this.
- F. Pass the sugar.
- M. Close the door.
- M. Take this.
- M. Wait for me.
- M. Hurry.
- M. Sit down.

F. Listen:

- M. Close the door.
- M. Come back later.
- F. Sit down.
- F. Pass the sugar.
- F. Stand up.
- M. Excuse me.
- M. Tell me the time.
- M. Help me.
- M. Open the window.
- M. Speak more softly.

F. Listen:

- | | |
|------------------------|-------------------------------------|
| M. Close the door. | F. Please don't close the door. |
| M. Leave the room. | F. Please don't leave the room. |
| M. Make so much noise. | F. Please don't make so much noise. |
| M. Turn on the radio. | F. Please don't turn on the radio. |

M. Now follow the example and ask someone politely *not* to:

- F. Close the door.
- F. Leave the room.
- F. Make so much noise.
- F. Turn on the radio.
- M. Forget to telephone.
- M. Open the window.

- M. Sign it in pencil.
- M. Shout so loud.
- F. Listen:
- M. Shall we go to the movie tonight? F. No, let's stay home and watch television.
- M. Shall we walk home? F. No, let's take a bus.
- M. Shall we do our homework now? F. No, let's do it later.
- M. Now you follow the example. Answer with "no," with another suggestion. Begin your answer with "no, let's."
- F. Shall we go to the movie tonight?
- F. Shall we walk home?
- F. Shall we do our homework now?
- M. Shall we eat in town tonight?
- M. Shall we wait here for Tom?
- M. Shall we have lunch in the cafeteria?
- F. Listen:
- M. Hand me that book.
- F. Would you mind handing me that book, please?
- M. Put this on the shelf.
- F. Would you mind putting this on the shelf, please.
- M. Pass me the sugar.
- F. Would you mind passing me the sugar, please?
- M. Close that window.
- F. Would you mind closing that window, please?
- M. Now you change to polite questions. Follow the example. Begin with "Would you mind"; end with please.
- F. Hand me that book.
- F. Put this on the shelf.
- F. Pass me the sugar.
- F. Close the window.
- F. Hold the door open.
- M. Give this to Helen.
- M. Send this out right away.
- M. Drop this in the mail box.
- M. Hand your things over there.
- M. Put this away where it belongs.

- F. Answer the telephone.
- F. Sit in the chair over there.
- F. Help me move this table and chair.

M. Listen and repeat:

- | | | |
|----------------------|----------------------|----------------------|
| F. fear - fair | M. fur - far | F. more - moor |
| F. tear - tear | M. myrrh - mar | F. pore - poor |
| F. mere - mare | M. purr - par | F. bore - boor |
| F. peer - pear | M. stir - star | |
| F. beer - bear | F. tore - tour | |

M. Listen and repeat:

- | | |
|----------------------------|------------------------|
| F. crime - climb | M. climb - crime |
| F. crew - clue | M. clue - crew |
| F. cram - clam | M. clam - cram |
| F. crows - close (v) | M. close - crows |

F. Listen closely for final sounds. Listen and repeat:

- | | |
|-----------------------------|---------------------------|
| M. cut - cub | F. robe - rove |
| M. hat - had | F. V - we |
| M. pick - pig | F. watch - wash |
| M. rich - ridge | F. yet - jet |
| M. life - live (adj.) | F. garage - garage |
| M. teeth - teethe | F. breeze - breathe |
| M. rice - rise | F. like - liked |

M. Now, change the following commands to polite form:

- F. Pass the sugar.
- F. Hand me that book.
- F. Put this on the shelf.
- F. Close the window.
- M. Hold the door open for me.
- M. Hand me that newspaper.
- M. Answer the telephone.

F. This ends the lesson.

F. Tape S-24-V

REVIEW OF PRONOUNS: LISTENING PRACTICE

F. Listen carefully:

LEARNING A FOREIGN LANGUAGE

- M. The most difficult thing for a person to accept when he begins to learn a foreign language is that the foreign language is so very different from his own. Of course, he expects to find some differences, but it may sometimes seem to him that some of the differences are completely unnecessary.
- F. A person's native language has a powerful influence on him. After all, he has been speaking his language from before he can remember. His family, his friends, even complete strangers, everyone around him uses that language. Under such circumstances, it is only natural that a person would have the feeling that his language is the most beautiful, the most perfect, the most logical of all languages.
- M. Therefore, the first thing that one must learn as he begins to study a foreign language is that each language is the best possible language for the people who use it. We would not expect a person from India to think and act exactly like a person from France, and we should not expect the languages of India to be exactly like the French language. After this fact has been understood and accepted, many of the problems in language learning disappear.
- F. There are other attitudes which you will have to develop in order to learn a language successfully. The most important of these is that learning a language requires constant practice. You must not think that because you have seen or heard a word or phrase one time, or five times, or ten times that you really know it and know how to use it. You must be ready to repeat new lessons again and again until you can really use them, automatically, without having to think about them.
- M. Another important thing to remember is that it is not necessary to begin with a lot of reading and writing in the foreign language. Reading and writing present very special problems which may complicate learning for the beginning student.
- F. The most important thing of all in learning a language is to have patience. If you keep working steadily, day after day, constantly practicing the language and using it at every opportunity, you will learn to speak a language well.
- M. The following is a true-false test. Answer "true" if the statement is correct, and "false" if it is not correct .
- F. A person's native language has a strong influence on him.
- F. All languages work in exactly the same way.
- F. One repetition is enough to learn anything.
- M. Learning to read and write the language should come after learning to speak the language.
- M. The most important thing of all in learning a language is to have patience.

F. Review of pronouns:

F. Listen:

M. Mary went for a walk.

F. She went for a walk.

M. Bill eats lunch in the cafeteria.

F. He eats lunch in the cafeteria.

M. Mike and I study alone.

F. We study alone.

M. The old woman lives there.

F. She lives there.

M. Now follow the example and substitute a pronoun for the subject:

F. Bill eats lunch in the cafeteria.

M. he

F. Mary went for a walk.

M. she

F. Mike and I study alone.

M. we

F. The old woman lives there.

M. she

M. Jim plans to go to college.

F. he

M. The President will speak on T.V.

F. he

M. The soldier served overseas.

F. he

M. The dog chased the rabbit.

F. it

F. The clock is fast.

M. it

F. The girls held a meeting.

M. they

F. Ruth works in an office.

M. she

F. The seniors won the game.

M. they

F. The airplane flew above the clouds.

M. it

M. Listen:

F. I met Mr. Smith yesterday.

M. I met him yesterday.

F. She saw Mary and me at the movie.

M. She saw us at the movie.

F. He left his keys in his car.

M. He left them in his car.

F. I told the boys about it.

M. I told them about it.

F. Now, follow the example and substitute a personal pronoun for the object in each sentence:

M. I met Mr. Smith yesterday.

F. him

M. She saw Mary and me at the movie.

F. us

M. He left his keys in the car.

F. them

M. I told the boys about it.

F. them

F. I saw you and your brother at the ball game.

M. you

F. We rode his bicycle to school.

M. it

F. He told his parents about the accident.

M. them

- | | |
|---|---------------|
| F. I have my notebook with me. | M. it |
| M. I enjoyed that movie very much. | F. it |
| M. He sent Helen some flowers. | F. her |
| M. I wrote your phone number in my book. | F. it |
| M. I eat lunch with Henry and Betty everyday. | F. them |
| M. He told all his friends about it. | F. them |

M. Listen:

- | | |
|------------------------------------|----------------------------|
| F. This book is her book. | M. This book is hers. |
| F. These pencils are my pencils. | M. These pencils are mine. |
| F. This office is his office. | M. This office is his. |
| F. This notebook is your notebook. | M. This notebook is yours. |

F. Now follow the example and use a possessive pronoun to avoid repeating the noun.

- | | |
|---|-----------------|
| M. This book is her book. | F. hers |
| M. These pencils are my pencils. | F. mine |
| M. This office is his office. | F. his |
| M. This notebook is your notebook. | F. yours |
| M. This classroom is our classroom. | F. ours |
| F. These books are John's and Mary's books. | M. theirs |
| F. Is this pen your pen? | M. yours |
| F. Is this letter your letter? | M. yours |
| F. These magazines are our magazines. | M. ours |
| F. This newspaper is my newspaper. | M. mine |
| F. That hat and coat are his hat and coat. | M. his |

F. Listen:

- M. John shaved.
 F. John shaved himself.
 M. I'll prepare lunch.
 F. I'll prepare lunch myself.
 M. She says that she'll return the book.
 F. She says that she'll return the book herself.
 M. John will conduct the meeting.
 F. John will conduct the meeting himself.

M. Now you follow the example and use a reflexive pronoun:

F. John shaved.

F. I'll prepare lunch.

M. She says that she'll return the book.

M. John will conduct the meeting.

F. Listen:

M. I F. myself

M. you F. yourself

M. he F. himself

M. she F. herself

M. it

M. we

M. you

M. they

F. itself

F. ourselves

F. yourselves

F. themselves

M. Now you give the reflexive pronoun:

F. I

F. she

M. it

M. you (plural)

F. it

F. I

M. you (singular)

F. you (singular)

F. she

M. we

M. she

F. he

F. they

M. you (plural)

F. Listen:

M. He went for a walk alone.

F. He went for a walk by himself.

M. I took the trip alone.

F. I took the trip by myself.

M. Helen prefers to go to the movies alone.

F. Helen prefers to go to the movies by herself.

M. The girls will study alone.

F. The girls will study by themselves.

M. Now you follow the example. In place of the word "alone" substitute "by" and the reflexive pronoun.

F. He went for a walk alone.

F. I took the trip alone.

F. Helen prefers to go to the movies alone.

F. The girls will study alone.

M. I can finish this work alone.

M. by himself

M. by myself

M. by herself

M. by themselves

F. by myself

- M. He plans to go to California alone. F. by himself
- M. The girls sat alone during the party. F. by themselves
- M. Do you like to eat alone? F. by yourself
- F. My uncle prefers to live alone. M. by himself
- F. The old woman lives alone. M. by herself
- F. We were alone last night. M. by ourselves
- F. Exchange headphones, please.
- F. Listen:
- M. Mine. F. The notebook is mine.
- M. I wrote my name in it myself. F. This notebook is yours.
- M. Yours. F. This notebook is hers.
- M. You wrote your name in it yourself. F. This notebook is ours.
- M. Hers.
- M. She wrote her name in it herself.
- M. Ours.
- M. We wrote our names in it ourselves.
- F. Now follow the example. The odds begin, the evens answer.
- M. mine F. ours
- M. yours F. his
- M. hers F. theirs
- M. Now the evens begin, the odds answer.
- F. his M. theirs
- F. yours M. mine
- F. ours M. hers
- F. Exchange headphones, please.
- F. This ends the lesson.

TWENTY-THIRD WEEK ENRICHMENT

DIPTHONG CONTRASTS

SPECIMEN WORDS FOR DIPTHONGS:

ey

A
neigh
ale
eight

guage
straight
ate
steak

rein
whey
paid

matinee
parquet
neigh

ay

I
ay
aye
type

by
buy
bye
die

spice
isle
aisle
resign

high
write
rhyme
ratify

oy

oil
avoid

choice
royal

buoy
shoy

destroy
voile

orü

owe
oak
know
no

slow
beau
so
sew

foe
dough
boat
road

yeoman
hautboy
apropos
home

ouü

out
howl

bow
slough

doubt
arouse

nouse
bound

ieü

ear
sneer
sheer

shear
hear
here

dear
deer
career

queer
pier
appear

eoü

air
ere
o're

bear
bare
prayer

their
there
chair

pair
pare
pear

uoü

cure
Europe

detour
fury

poor
allure

furor
purely

ooü

or
oar

ore
soar

shore
more

boar
store

SEASONAL MATERIAL — VALENTINE'S DAY

VALENTINE SURPRISE

Off to the store ran Jane
To buy her mother a Valentine.
It couldn't be too fancy or plain,
Or have the usual saying, "Be mine."

All of the stores were searched,
But nothing could be found.
So Jane went home and thought
Until a good idea came 'round.

She got out needles and thread,
And decorating tape.
When the sewing got underway
The gift began to take shape.

The package had violets and pretty ribbon,
And cutouts of Cupid's darts.
Mother opened it, and to her surprise,
It was a great big lacy heart.

— Linda Ramball

VALENTINE VILLAGE

If you've ever thought about hearts so red,
Or candy spread out on a table,
Then you must have thought of Valentine Village
Though most people think it's only a fable.

There're Valentine people
And Valentine dogs,
Valentine houses
Made of Valentine logs.

There're Valentine churches,
And Valentine bills.
Valentine hot dogs,
And Valentine pills.

There's a Valentine store,
And a Valentine "Doc,"
A Valentine kitten,
And a Valentine cook.

So if ever you're thinking of hearts so red,
Or candy spread out on a table,
Be sure to think of Valentine Village
Even if it is a fable.

—Elizabeth Hoyt

POLITE COMMANDS REQUESTS

PRACTICE.

1. Would you please tell Mr. Cooper that I'm here?
2. Take these books home with you tonight.
3. Please bring me those magazines.
4. Would you help me lift this heavy box?
5. Please ask John to turn on the lights.
6. Put your books down on the table.
7. Get me a hammer from the kitchen, will you?
8. Hang up my coat in the closet, will you please?
9. Please don't bother me now. I'm very busy.
10. Would you mind mailing this letter for me?
11. If you have time, will you call me tomorrow?
12. Please pick up those cups and saucers.
13. Will you do me a favor?
14. Please count the chairs in that room.
15. Please pour this milk into that glass.

INTONATION PRACTICE

1. Would you please tell Mr. Cooper that I'm here?
2. Take these books home with you tonight.
3. Please bring me those magazines.
4. Would you help me lift this heavy box?
5. Please ask John to turn on the lights.
6. Put your books down on the table.
7. Get me a hammer from the kitchen, will you?
8. Hang up my coat in the closet, will you please?
9. Please don't bother me now. I'm very busy.
10. Would you mind mailing this letter for me?
11. If you have time, will you call me tomorrow?
12. Please pick up those cups and saucers.
13. Will you do me a favor?
14. Please count the chairs in that room.
15. Please pour this milk into that glass.

DIPHTHONG CONTRASTS—DIALOGUES

PRACTICE THESE DIALOGUES. WATCH YOUR INTONATION.

I. MILDRED AND PETER

- MILDRED: What do you want to eat for dinner, Peter?
- PETER: Do we have any fish in the freezer, Mildred?
- MILDRED: We finished the fish last week, but we have roast beef tonight.
- PETER: The roast sounds delicious. When will we eat dinner?
- MILDRED: We'll eat between six and six thirty, but I'll need some help.
- PETER: I'll peel three potatoes, wash the string beans, and make the iced coffee.

II. CUSTOMER AND CLERK

- CUSTOMER: Give me a loaf of bread, a half-dozen eggs, and some raspberry jam.
- CLERK: Yes, Ma'am. Do you need any fresh fruit or vegetables? We have some nice lettuce, carrots, tangerines, and lemons.
- CUSTOMER: How much is the lettuce? Are you sure it's fresh?
- CLERK: Yes, it's very fresh and only ten cents a head.

CUSTOMER: I'll take a head of lettuce, two pounds of tangerines, and seven lemons.

CLERK: May I help you with anything else?

CUSTOMER: I don't think so. How much will that be?

CLERK: A dollar seventy-five, please.

CUSTOMER: Here you are.

CLERK: Thank you very much, and come again.

SOUNDS OF FINAL /S/

PRACTICE WORDS:

sighs	cracks	matches	rolls
roots	products	cries	shortages
rushes	brushes	chances	swings
beans	days	Arthur's	bundles
laughs	lunches	hides	coughs

THE TIDE RISES, THE TIDE FALLS

The tide rises, the tide falls,
The twilight darkens, the curlew calls;
Along the sea-sands damp and brown
The traveller hastens toward the town,
And the tide rises, the tide falls.

Darkness settles on roofs and walls,
But the sea, the sea in the darkness calls;
The little waves, with their soft, white hands,
Efface the footprints in the sands,
And the tide rises, the tide falls.

The morning breaks; the steeds in their stalls
Stamp and neigh, as the hostler calls;
The day returns, but nevermore
Returns the traveller to the shore,
And the tide rises, the tide falls.

—Henry Wadsworth Longfellow

THE LORD IS MY SHEPHERD

The Lord is my shepherd;
I shall not want.
He maketh me to lie down in green pastures;
He leadeth me beside the still waters.
He restoreth my soul.

He leadeth me in the path of righteousness
For His name's sake.
Yea, though I walk through the valley of
the shadow of death;

I will fear no evil;
For Thou art with me
Thy rod and Thy staff,
They comfort me.

Thou preparest a table before me
In the presence of my enemies;
Thou anointest my head with oil;
My cup runneth over.

Surely goodness and mercy shall follow me
All the day of my life;
And I will dwell in the house of the Lord
Forever.

LANGUAGE LESSON PLANS			FOR LAB I		TWENTY-FOURTH WEEK
	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS	
SESSION 1	Provide speaking practice reviewing personal pronouns.	Provide oral and/or written drills requiring pronoun substitutions for nouns. Refer to Script S-24-V for suggested exercises. Try to vary the drills to include nominative, possessive and objective substitutions. See <i>Regents I</i> for approximate exercises.	Pattern drills requiring substitutions of nominative, possessive, and objective pronouns; same procedure with reflexive pronouns. Participation dialogue drills with exchanges involving the same forms of pronouns in conversation. Recording: <i>Which Language Is Best?</i>	Tape S-24-V: Review of Pronouns Listening Practice <i>Regents I</i> <i>Which Language Is Best?</i>	
SESSION 2	Provide speaking practice using nominative, possessive and objective personal pronoun. Provide question-answer situations involving possessives. Provide "th" and final "s" pronunciation drills.	The lab session would be more meaningful after sample patterns involving the personal pronouns have been demonstrated and practiced. Script B-4-V has suggested exercises. Consider rapid written quizzes that require one-word pronoun substitutions responding to teacher dictation.	Pattern practice in the use of nominative, possessive, and objective pronoun substitution drills involving pronouns for nouns in sentences; the /o/, and /s/ /z/ /iz/ in sentences. Individual recordings of <i>Boy's Prayer</i> . Introduce 23rd Psalm.	Tape B-4-V: Review Personal Pronoun Substitution drill: "th" and final "s" <i>Boy's Prayer</i> 23rd Psalm	
SESSION 3	Review: Provide speaking practice in the use of pronouns. Continue reinforcement of final "s." Drill with the /n/ sound.	Reinforce the command of personal pronouns in whatever way you think most effective. (By this time, the students should have an understanding and speaking command of gender, person, nominative, possessive, objective and interrogative pronouns.) Scripts S-11-V, S-24-V, and B-4-V have suggested exercises.	Pattern drills using substitutions of personal pronouns for subjects, poss. and nouns; repetition of some tongue-twisters in vernacular sentences. Recording of Speak-sheets P-5-V and PP-7-V. <i>Little Boy Blue</i> for recording.	Tape S-11-V: Pronouns; nominative, possessive, objective <i>Little Boy Blue</i> Speak-sheets: P-5-V, PP-7-V	

Week's Lessons Follow

F. Tape B-4-V

REVIEW OF PERSONAL PRONOUNS — SUBSTITUTION DRILLS
THE 'TH' AND FINAL 'S'

F. Listen:

- | | |
|--|---------------------------------------|
| M. Mr. Grant is listening to Mr. Williams. | F. He is listening to Mr. Williams. |
| F. He is listening to him. | |
| M. The boy is listening to Mr. Grant. | F. He is listening to Mr. Grant. |
| F. He is listening to him. | |
| M. The boys are listening to the teacher. | F. They are listening to the teacher. |
| F. They are listening to him. | |
| M. The girl is listening to Miss Wilton. | F. She is listening to Miss Wilton. |
| F. She is listening to her. | |

M. Now you follow the example:

- F. Mr. Grant is listening to Mr. Williams.
- F. The boys are listening to Mr. Grant.
- F. The boys are listening to the teacher.
- F. The girl is listening to Miss Wilton.
- M. Mr. Johnson and I are listening to Mr. Grant.
- M. Fred and John are listening to the teacher.
- M. The girls are listening to Fred and me.
- M. Fred and John are listening to Mr. Grant.
- M. Mr. Johnson and I are listening to Miss Wilton.
- F. The men are listening to the doctor.
- F. The girl is listening to Harry and me.
- F. Mr. Williams and Miss Wilton are listening to the students.
- F. The boys are listening to Mrs. Vance.
- F. Tom and I are listening to the man.
- F. The students are listening to Mr. Williams and Miss Wilton.

M. Listen:

- F. The boys played football yesterday.
- M. Did the boys play football yesterday? Yes, they did.
- F. Mary failed the examination.
- M. Did Mary fail the examination? Yes, she did.
- F. Tom passed the examination.
- M. Did Tom pass the examination? Yes, he did.

F. The girls sang in the program.

M. Did the girls sing in the program? Yes, they did.

F. Now you follow the example:

M. The boys played football yesterday.

M. Mary failed the examination.

M. The girls sang in the program.

F. The teacher excused the students.

F. Bill erased the chalkboard.

F. Ruth telephoned her mother last week.

F. The class started at eight o'clock.

M. It rained a lot last year.

M. Fred hurried to school this morning.

M. Jim wanted a new book.

F. Listen:

F. Book

M. Is this your book?

F. Notebook

M. Is this your notebook?

F. Pencil

M. Is this your pencil?

F. Now you ask the question:

M. Book

F. Is this your book?

M. Notebook

M. Pencil

F. Assignment

F. Dictionary

F. Pen

F. Homework

M. Listen:

M. my

F. No, that's not my dictionary.

M. his

F. No, that's not his dictionary.

M. your

F. No, that's not your dictionary.

M. Now you follow the example:

F. His

M. No, that's not his dictionary.

F. Your

F. My

M. Their

F. Listen:

- F. Mine
- F. Yours
- F. Ours
- F. His

- M. Whose dictionary is this? Is it mine?
- M. Whose dictionary is this? Is it yours?
- M. Whose dictionary is this? Is it ours?
- M. Whose dictionary is this? Is it his?

F. Now you follow the example:

- F. Mine
- M. Yours
- M. Ours
- F. His
- F. Hers
- F. Theirs

- F. Whose dictionary is this? Is it mine?
.....
-
-
-
-
-

M. Listen:

- M. My
- M. Her
- M. Your
- M. Their

- F. That isn't a dictionary. It's my book.
- F. That isn't a dictionary. It's her book.
- F. That isn't a dictionary. It's your book.
- F. That isn't a dictionary. It's their book.

M. Now you follow the example:

- F. My
- F. Her
- F. Your
- F. Their
- M. His
- M. Our

- M. That isn't a dictionary. It's my book.
.....
-
-
-
-
-

F. Listen:

- F. Book
- M. Good afternoon, Mr. Green, is that your book?
- F. Automobile
- M. Good afternoon, Mr. Green, is that your automobile?
- F. Dog
- M. Good afternoon, Mr. Green, is that your dog?
- F. Cat
- M. Good afternoon, Mr. Green, is that your cat?

F. Now you follow the example:

M. Book

M. Automobile

M. Dog

F. Cat

F. Sister

F. Brother

M. Listen:

M. Automobile

M. Book

M. Pen

M. Money

M. Now you answer:

F. Automobile

F. Book

F. Pen

M. Money

M. Notebook

M. Pencil

F. Listen:

F. Car

F. Taxi

F. Bus

F. Now, you follow the example.

M. Car

M. Taxi

M. Bus

F. Drive

F. Automobile

M. Listen:

M. Bill Jones

M. Ted Smith

M. Ruth White

M. John Smith

F. Good afternoon, Mr. Green, is that your book?

.....
.....
.....
.....
.....

F. Whose automobile is that? Is it yours?

F. Whose book is that? Is it yours?

F. Whose pen is that? Is it yours?

F. Whose money is that? Is it yours?

M. Whose automobile is that? Is it yours?

.....
.....
.....
.....
.....

M. It's time to go now. Where's the car?

M. It's time to go now. Where's the taxi?

M. It's time to go now. Where's the bus?

F. It's time to go now. Where's the car?

.....
.....
.....
.....

F. Mr. Green is here, but where's Bill Jones?

F. Mr. Green is here, but where's Ted Smith?

F. Mr. Green is here, but where's Ruth White?

F. Mr. Green is here, but where's John Smith?

M. Now you follow the example:

F. Bill Jones

M. Mr. Green is here, but where's Bill Jones?

F. Ted Smith

F. Ruth White

F. John Smith

M. Your friend

M. Our friend

M. My brother

F. Pronunciation review the 'th' sound. Listen and repeat:

M. Their car is better than this one.

M. They don't know whether they can go in such weather.

M. These boys resemble their father and their mother.

M. If they do that, they'll have no further trouble.

F. Those boys over there are brothers.

F. Neither of them wanted to go with their mother.

F. They hadn't seen each other since then.

F. My brothers did that themselves.

M. Pronunciation review, the final 's' sound. Listen and repeat:

F. The first colonies were in the 17th and 18th centuries.

F. Later these colonies became the first thirteen states.

F. Life in the United States was very different then.

F. The first settlers had no roads through the forests.

M. There were no houses or towns.

M. The settlers made their houses themselves.

M. The early settlers had other problems.

M. They made clothes from the skins of animals.

F. They learned these things from the Indians.

F. The Indians taught many helpful things.

F. The life of hard work continued for many years.

F. New lands brought new problems.

F. The history of the United States began when these settlers built their first cabins.

M. Now, pluralize these nouns:

F. stamp	F. egg	F. match
F. seat	F. song	F. garage
F. photograph	F. pencil	F. quiz
F. satellite	F. name	F. tax
F. headache	F. egg	F. change
M. snake	M. pencil	M. kiss
M. tape	M. ear	M. language
M. book	M. stair	M. college
M. check	M. wife	M. match
M. test	M. eye	M. horse
M. desk	M. pencil	M. language
M. tie	M. cake	

F. Listen and repeat:

- M. Up from the meadows rich with corn.....
- M. Green-walled by the hills of Maryland.
- F. Forty flags with their silver stars.
- M. "Halt!" the dust-brown ranks stood fast.
- F. All day long that free flag tossed.
- M. And ever the stars above look down.
- F. On thy stars below in Frederick town.

M. This ends the lesson.

TWENTY-FOURTH WEEK ENRICHMENT

/n/ — PRACTICE OF

PRACTICE WORDS:

one	new	bend	men
men	moon	ninth	gone
open	spoken	plowman	running
Persian	wanton	urchin	ribbon
wagon	cannon	nuisance	saffron
million	redde	button	cotton
sudden	wooden	mitten	mutton
rotten	noodle	handle	candle

PHRASES:

(From: Gordon and Wong: A Manual for Speech Improvement, Prentice-Hall) a certain turtle

a hidden button

some cotton and a needle

a written agreement

didn't see the candle

couldn't buy the cattle

SENTENCES:

The little kitten was hidden in the garden.

I didn't leave because of the sudden flu epidemic.

John wouldn't leave until he had seen the cattle in the field.

The sudden storm ruined the cotton field.

POEM: For practice of /n/

Miss Lucy Brown went to town
Dressed in her best Sunday gown.
She wanted to buy some needles and pins,
Also some bright shiny kitchen tins.
The day was bright and sunny and fair,
But woe to the maid who had dressed with such care;
A sudden rain came pouring down,
And thoroughly drenched Miss Lucy Brown.

—Jo Ann Konrad Lally

THE SOUND OF /n/

From: Hansen, H. P. and Pierce, L. H. *Speak To Learn*, Stockton Unified School District, California.

MAKING THE SOUND:

To make the sound of /n/, put the tongue up behind the upper front teeth and hum. The sound comes through the nasal passages and can be felt by placing the fingers lightly on the nose as the sound is made.

SOUND PICTURE

Warning

Make the Warning sound when the fog horns blow. (Vary the loudness and resonance to simulate the wail of the horns.)

FOG HORNS

Listen to the fog horns
Out across the bay
"N.

n"

One seems to call another
In a wailing sort of way.
"N

n"

They call and call
All through the night
"N

n"

What a lonely call
On a foggy night.
"N

n"

SEASONAL MATERIAL — MARCH

THE WIND

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like Ladies' skirts across the grass,
O wind, a blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a blowing all day long,
O wind, that sings so loud a song!

—Robert Louis Stevenson

WHO HAS SEEN THE WIND?

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I;
But when the trees
Bow down their heads,
The wind is passing by.

—Christina Rossetti

WIND CAPERS

The wind is out with a leap and a twirl,
Prancing, prancing,
The aspen tree is like a girl,
Dancing, dancing.
The maple tree upon the hill,
She cannot keep her ruffles still.
The swallows blow along the sky,
Glancing, glancing,
O wind, O wind, you tricky elf,
Behave yourself!

—Nancy Byrd Turner

LANGUAGE LESSON PLANS FOR LAB I TWENTY-FIFTH WEEK

PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
Review: Provide speaking practice in the use of pronouns. Continue reinforcement of final "s." Drill with the /n/ sound.	Reinforce the command of personal pronouns in whatever way you find most effective. (The students should have an understanding and speaking command of gender, person, nominative, possessive, objective and interrogative pronouns. Scripts S-11-V, S-24-V, B-4-V have suggested guides. See <i>Regents I and II</i>.	Pattern drills using substitutions of personal pronouns for subjects, poss. and nouns; repetition of some sentences. Recording of Speak-sheets P-5-V and PP-7-V. <i>Little Boy Blue</i> for recording.	Tape S-11-V; Pronouns: nominative, possessive & objective <i>Little Boy Blue</i> Speak-Sheets: P-5-V, PP-7-V
Review: Provide speaking practice using the past, present and future tenses. Substitution drills. Final "s" review.	Provide oral and/or written drills requiring tenses substitution. Script B-6-V has suggested exercises. Reinforce the final "s" in whatever way you think would be the most effective. See <i>Regents I and II</i> for appropriate verb tense exercises.	Pattern drills involving verb changes to present, past and future; continuation of the phrase substitution with the addition of verb in the drills; pronunciation drills with the /s/ /z/ and /iz/ final sounds. <i>Trees</i> for recording.	Tape B-6-V; Review of past, present, and future tenses. Substitution drills Final "s" review <i>House by the Side of the Road</i> <i>Trees</i>
Review: Provide speaking practice in the use of personal pronouns. Pronouns: Possessives and Interrogatives. Introduction review Pronunciation drills Final "s" sounds, review.	Provide oral and/or written drills requiring the making of questions from statements using interrogative pronouns. Script B-7-V has suggested exercises. Consider small group conversation practice with the making and acknowledging of introductions. See <i>Regents I and II</i> for appropriate exercises.	Pattern drills involving possessive pronoun substitutions for nouns in sentences. Conversation practice with the making and acknowledging of introductions. Pronunciation drills with the /I/ and /Ĕ/ sounds. Brief drills requiring the making of questions from statements using interrogative pronouns. Speaking practice pluralizing nouns.	Tape B-7-V; Personal Pronoun Review Possessives, Interrog. Introduction Review Final "s" sounds Pronunciation drills

Week's Lessons Follow

M. Tape B-6-V

A REVIEW OF PAST, PRESENT AND FUTURE TENSES
SUBSTITUTION DRILLS: FINAL 'S' REVIEW

F. Listen:

- M. Mr. Robinson was busy yesterday.
F. Mr. Robinson will be busy tomorrow.
M. That lesson was long.
F. That lesson will be long tomorrow.
M. There were lots of students in the room.
F. There will be lots of students in the room tomorrow.
M. We were absent yesterday.
F. We'll be absent tomorrow.

M. Now you change the following to the future and add the word "tomorrow."

- F. Mr. Robertson was busy yesterday.
F. That lesson was long.
F. There were lots of students in the room.
F. We were absent yesterday.
F. It was raining.
M. The boys were on time.
M. The examination was easy.
M. Ted was on the bus.
F. She had breakfast early.
F. Fred bought a new watch.

M. A review of present, past, and future tense.

M. Listen:

- | | |
|------------------------------------|--|
| F. He walked to school yesterday. | |
| M. everyday | F. He walks to school everyday. |
| M. now | F. He's walking to school now. |
| M. tomorrow | F. He's going to walk to school tomorrow. |
| F. She sings a song everyday | |
| M. yesterday | F. She sang a song yesterday. |
| M. now | F. She's singing a song now. |
| M. tomorrow | F. She's going to sing a song tomorrow. |
| F. The bus stopped here yesterday. | |
| M. now | F. The bus is stopping here now. |
| M. everyday | F. The bus stops here everyday. |
| M. tomorrow | F. The bus is going to stop here tomorrow. |

F. He writes a letter every week.

M. tomorrow

M. last week

M. now

F. He's going to write a letter tomorrow.

F. He wrote a letter last week.

F. He's writing a letter now.

M. Now, you follow the example:

F. He walked to school yesterday.

M. everyday

M. now

M. tomorrow

F. She sings a song everyday.

M. yesterday

M. now

M. tomorrow

F. The bus stopped here yesterday.

M. now

M. tomorrow

M. everyday

F. He writes a letter every week.

M. now

M. last week

M. tomorrow

M. They're going to stay home next Friday.

F. last Friday

F. every Friday

F. now

M. We're hurrying now.

F. tomorrow

F. yesterday

F. everyday

M. He goes to school every morning.

F. tomorrow morning

F. yesterday

F. now

M. She's looking at the book now.

F. yesterday

F. tomorrow

F. everyday

M. I drive the car everyday.

F. tomorrow

F. yesterday

F. now

M. It's raining now.

F. last week

F. next week

F. everyday

M. Listen:

M. you

F. What time do you get up everyday?

M. Mr. and Mrs. Brown

F. What time do Mr. and Mrs. Brown get up everyday?

M. most of the students

F. What time do most of the students get up everyday?

M. he

F. What time does he get up everyday?

M. Mr. Green

F. What time does Mr. Green get up everyday?

M. your friend

F. What time does your friend get up everyday?

M. Now you follow the example:

F. What time do you get up?

M. Mr. and Mrs. Brown

M. most of the students

M. Ruth

M. he

M. your friend

F. I usually wake up early. Do you?

M. get up

M. have breakfast

M. eat dinner

M. get to work

F. I get up at 6 o'clock every day. Do you get up early?

M. every other day

M. some days

M. once in a while

F. My brother gets up later than I do. Do you know my brother?

M. wakes up

M. has breakfast

M. eats dinner

M. gets to work

F. After I get dressed, I have breakfast.

M. we

M. they

M. she

M. Bill

F. Usually, I have a big breakfast each morning.

M. little

M. light

M. very light

F. I have juice, toast, and coffee for breakfast.

M. orange juice

M. tomato juice

F. Helen has buttered toast and coffee for breakfast.

M. tea

M. hot chocolate

M. milk

F. I leave the house at eight A.M. each day.

M. earlier

M. much later

M. much earlier

F. My sister leaves the house earlier than I do.

M. later than

M. much later than

- M. at the same time as
- M. an hour later
- F. I often have a big breakfast.
- M. sometimes
- M. usually
- M. never
- F. I work hard most of the day.
- M. I'm busy
- M. I study
- F. Before I go to bed, I usually read for a while.
- M. an hour
- M. a little while
- M. a couple of hours
- F. The final 's'
- F. Listen and repeat:
- M. Good morning students and teachers.....
- M. The choir sings well.
- M. John walks to school.
- M. Bill wishes he could be here.
- F. You'll find Tom downstairs.
- F. The bank cashes checks on Mondays.....
- F. She notices the latest styles.
- M. Listen:
- | | |
|----------------------------|--|
| M. students and teachers | F. Good morning students and teachers. |
| M. friends and neighbors | F. Good morning friends and neighbors. |
| M. classmates and visitors | F. Good morning classmates and visitors. |
- M. Now you follow the example:
- F. Good morning students and teachers.....
- M. friends and neighbors
- M. classmates and visitors
- M. students and guests
- F. students, teachers and guests
- F. teachers, students and friends
- M. This ends the lesson.

M. Tape B-7-V

PERSONAL PRONOUN REVIEW: POSSESSIVES, INTERROGATIVES
INTRODUCTION REVIEW
PRONUNCIATION DRILLS: FINAL 'S' SOUNDS

M. Possessives. Listen:

- | | |
|---|----------------------------------|
| F. The boy's brother is playing ball. | M. His brother is playing ball. |
| F. The girl's coat is on the table. | M. Her coat is on the table. |
| F. The children's books are on the chair. | M. Their books are on the chair. |
| F. Tom's father is a carpenter. | M. His father is a carpenter. |

M. Now you follow the example:

- | | |
|---|----------------|
| F. The boy's brother is playing ball. | M. his |
| F. The girl's coat is on the table. | M. her |
| F. The children's books are on the chair. | M. their |
| F. Tom's father is a carpenter. | M. his |
| M. Ruth's father is a farmer. | F. her |
| M. John's coat is in the store. | F. his |
| M. Miss Stone's class is small. | F. her |
| M. The woman's hat is new. | F. her |
| F. The boy's book is old. | F. his |
| F. Fred and Jane's father is here. | M. their |
| F. Tom's brothers are in high school. | M. his |

M. Listen:

- | | |
|----------------------------------|----------------------|
| F. The pen belongs to Mr. Grant. | M. It's his pen. |
| F. The book belongs to Mary. | M. It's her book. |
| F. The house belongs to us. | M. It's our house. |
| F. The notebook belongs to me. | M. It's my notebook. |

F. Now, you follow the example:

- | | |
|------------------------------------|-------|
| M. The pen belongs to Mr. Grant. | ..... |
| M. The book belongs to Mary. | ..... |
| M. The shirt belongs to Tom. | ..... |
| M. The suits belong to the boys. | ..... |
| F. The house belongs to us. | ..... |
| F. The notebook belongs to me. | ..... |
| F. The chairs belong to the girls. | ..... |
| F. The tickets belong to us. | ..... |

- M. The assignment belongs to Ruth.
- M. That magazine belongs to John.
- M. Those books belong to Harry.
- M. Those hats belong to the women.
- F. The books belong to us.
- F. The pencils belong to Ann.
- M. Listen:
- F. What's your name? M. My name is Jones. I'm Bill Jones.
- F. What's your first name? M. My first name is Frank. I'm a student.
- F. How do you spell your last name? M. Smith. S-M-I-T-H.
- F. Now you answer, giving your own name.
- M. What's your name?
- M. What's your first name?
- M. How do you spell your last name?
- F. Let's try that again. Make your answers strong and clear.
- M. What's your name?
- M. What's your first name?
- M. How do you spell your last name?
- F. Listen:
- M. Hello. M. What's your name? Are you in this class?
- F. in this school. M. What's your name? Are you in this school?
- F. in our dormitory M. What's your name? Are you in our dormitory?
- F. on the team M. What's your name? Are you on the team?
- F. Now you follow the example:
- M. Hello. What's your name? Are you in this class?
- F. in this school
- F. in Bill's class
- F. in our dormitory
- F. on the team
- M. My last name is Jones. I'm in this class.
- F. on the team
- F. in your dormitory
- F. in Bill's class
- F. in your English class

M. I don't understand. How do you spell your last name?

- F. his
- F. her
- F. their
- F. your friend's
- F. Bill's
- F. Jack's

M. I'm Ted's brother. Do you know Ted?

- F. father
- F. sister
- F. uncle
- F. wife
- F. aunt

M. How do you spell your father's first name?

- F. uncle's
- F. cousin's
- F. sister's
- F. husband's
- F. wife's

M. Mrs. Jones, this is my mother.

- F. my brother Tom
- F. my Uncle Fred
- F. Paul Johnson
- F. Nancy Begay
- F. my wife Mary
- F. Ken, my husband

M. How do you do? I'm very happy to know you.

- F. very pleased
- F. very glad

M. I'm very glad to know you.

- F. see you
- F. meet you

M. How do you do, Mr. Smith? It's a pleasure to meet you.

F. to meet John's father

F. to meet John's uncle

F. to meet John's cousin

F. to meet John's family

M. Pronunciation review drill. Listen and repeat:

F. H - age

F. rich - ridge

F. age - h

F. ridge - rich

M. cheap - jeep

M. gin - chin

M. match - Madge

M. H - age

F. joke - choke

F. Madge - match

F. age - H

F. match - Madge

F. march - Marge

F. Madge - match

F. Marge - march

M. choke - joke

M. chin - gin

M. rich - ridge

F. jeep - cheap

F. chin - gin

F. ridge - rich

F. H - age

M. Listen and repeat:

F. page

F. judge

F. George

F. large

M. catch

M. which

M. much

M. match

F. child

F. cheap

F. chair

F. choose

M. just

M. job

M. jet

M. joke

F. Listen and repeat:

M. orange

M. carriage

M. cottage

M. college

F. language

F. urge

F. edge

F. judge

F. orange -

F. carriage

F. cottage

F. college

M. language

M. urge

M. edge

M. judge

M. It was a Florida orange.

M. That's a baby carriage.

M. He lived in that cottage.

M. Her brother's in college.

F. That's his native language.

F. Try to urge him to change.

F. The car drove to the edge.

F. Tell it to the judge.

F. budge	M. budge	F. The stubborn mule wouldn't budge.
M. age	F. age	M. What's his age?
M. cage	F. cage	M. That's a bird cage.
M. page	F. page	M. Turn the page.
M. large	F. large	M. The shirt is too large
F. charge	M. charge	F. What's the charge?
F. change	M. change	F. Count your change.
F. strange	M. strange	F. I felt strange.
F. village	M. village	F. He lives in a small village.
M. cabbage	F. cabbage	M. Buy a head of cabbage.
M. message	F. message	M. Did you get the message?
M. bridge	F. bridge	M. We crossed a large bridge.
M. porridge	F. porridge	M. Goldilocks ate the porridge.

F. Listen:

F. Mary Jones
F. Bill White
F. Ruth Jackson

M. Mr. Williams, this is Mary Jones.
M. Mr. Williams, this is Bill White.
M. Mr. Williams, this is Ruth Jackson.

F. Now you follow the example:

M. Mr. Williams, this is Mary Jones.
F. Bill White
F. Ruth Jackson
F. Tom Smith
F. my friend, Ed Black
F. my friend, Mary Johnson

M. How do you do Mr. Williams? I'm very happy to know you.

F. very glad

F. very pleased

M. Listen:

F. Mr. Lane
F. Miss Thomas
F. Mr. Reed
F. books
F. tables

M. Who's he?
M. Who's she?
M. Who's he?
M. What are they?
M. What are they?

F. Now, you follow the example. Use "who" for people and "what" for things.

M. Mr. Lane	F. Robert
M. Miss Thomas	F. Elizabeth
M. Mrs. Reed	F. Robert and Elizabeth
M. books	F. a book
M. tables	F. an eraser

M. The final 's'.

M. Pluralize the following nouns:

F. stick	M. stove	F. judge
F. hat	M. pen	F. size
F. laugh	M. hill	F. class
F. lake	M. game	F. church
F. seat	M. show	F. rose
F. death	M. boy	F. pass
M. bed	M. key	F. change
M. chair	F. watch	

M. Listen and repeat:

F. Three notebooks are in two desks.

F. Five teachers are in four classrooms.

F. The nurses are in these offices.

F. All desks have chairs.

F. Are all students Navajos?

M. The dentists are my friends.

M. Are all classes in classrooms?

M. All sentences have words.

M. The nurses are my friends.

F. This ends the lesson.

TWENTY-FIFTH WEEK ENRICHMENT PRACTICE FOR

The fire wagon rings a song;
It races down the street.
Clingety, clangety, cling,
Clingety, clangety, cling,
Hear those fire bells ring!

—Ruth Dohr

"The Rock-a-bye Lady from Hush-a-bye Street
Comes stealing, comes creeping,
The poppies they hang from her head to her feet,
And each hath a dream that is tiny and fleet,
She bringeth her poppies to you my sweet
If she findeth you sleeping."

—Eugene Field

"Yet the ear it fully knows,
 By the twanging
 And the clanging,
 How the danger ebbs and flows;
 Yet the ear distinctly tells,
 In the jangling
 And the wrangling,
 How the danger sinks and swells,—
 By the sinking or the swelling in the anger of
 the bells."

—Poe

JINGLE FOR THE PRACTICE OF THE THREE NASALS

I hear a bee humming near a flower:
 m - m - m; m - m - m.

I hear a clock striking out the hour:
 ding-dong; ding-dong.

I hear the spinning of a big red top:
 n - n - n; n - n - n.

Keep them all going, don't let them stop!
 m - m; ding-dong; n - n.
 m - m; ding-dong; n - n.

—Agnes Curren Hann

(ng) () Lab T

From Hansen and Prece — *Speech to Learn*, Stockton Unified School District.

MAKING THE SOUND

To make the sound of (ŋ), put your tongue behind your lower front teeth and hum. The back of the tongue should press against the soft palate to make the sound come through the nose.

SOUND PICTURE—Ringing

REPEAT THE FOLLOWING SPEECH RHYME IN A SWINGING RHYTHM

Swinging

Swinging, (pause) swinging, (pause),
 swinging high,
 Swinging, swinging, swinging low,
 Swinging, 'till you touch your toe.
 Swinging fast, and swinging slow,
 Back and forth, to and fro.

HAPPY THOUGHTS

"The world is so full of a number of things,
 I'm sure we should all be happy as Kings."

—Robert Louis Stevenson

LOOKING FOR THINGS:

Plan and execute a *looking walk*, weather permitting. Encourage students to talk about and remember the things they observe. Give them clues as to things which might be hidden underground, etc. Use your own initiative.

When the class returns, have them try to recall the things they saw. A student could chart the observations on the chalkboard. Do this in phrase rather than sentence form because creative writing follows creative oral expression. Don't kill spontaneity of thought with the mechanics of writing at this point.

The "things" may be grouped in many ways: shapes of things, growing things, red things, square things, tall things, short things, etc. Groups could be set up to play the game of "things." Plan with your students. The following plan may serve as a guide. This plan could also serve for rapid oral practice, individually, in small groups or in chorus.

"THE THINGS WE SAW"

Old papers blowing.
Something moving with the leaves.
Curtains flying.
Cement mixer going' round.
Two grandmas talking.
Soft bird feathers.
Black-birds flying.
One blue feather.
Yellow flowers on a wall.
Puppy's wagging tail.
Round hot sun.

White scrappy paper.
Yellow school bus resting.
Bird on a rosebush.
Dragonfly sleeping.
Clouds going by.
Burned ashes.
Tumble-weed rolling.
Trees shaking their leaves.
Flag waving.
Dandelion snow balls.
A kitten on a fence.

GROWING THINGS

Buds on tree limbs.
Ground Ivy.
Dandelions blowing.
Carrot tops in a green row.

Trumpet vines on the porch.
Heavy dark oak trees.
Grass with brown points.
Flower dropping their petals.
Clover among the grass.

RED THINGS

Robin's red breast.
Tomatoes hanging on the vine.
Little red wagon on the walk.

Geraniums in a pot.
Fire truck rushing by.
New books on the rack.

SUBSTITUTE APPROPRIATE THINGS FROM YOUR SITUATION.

MOVING THINGS

Yellows wasps humming.
Frogs hopping in the pond.
Jets racing in the sky.
Children chasing.

Little flying birds.
White clouds drifting.
Cars following each other.
People going home.
Lawn mowers going back and forth.

THINGS YOU CAN HEAR (AT NIGHT)

Sirens blowing.
Doors banging.
Dogs barking.
Little mice running.
Airplane motors.

Bells ringing.
Horns honking.
Cats calling.
Radios blaring.
Traffic noises.

THE SHAPES OF THINGS

ROUND THINGS

yellow sun
pale moon
an orange
bounding ball
silver money
dinner plate

TALL THINGS

white flag pole
poplar trees
office buildings
moving crane
oil well derricks
Empire State Building

SQUARE THINGS

cake pans
picture frames
music books
reading table
green blotter
chicken pen

SHORT THINGS

broken chalk
worn down pencil
short stories
short dresses
roller skates
buttercups in the grass

FAR AWAY THINGS

Ships at sea.
Airplanes over the arctic.
Trucks on the highways.
Missiles in outer space.

Men at war.
Freight trains moving.
Bombers on a flight.
The moon, the sun, the planets.

Lighthouses on big rocks.

THINGS WE CAN'T SEE

Coal mines under ground.
Precious metals hidden in rocks.
Little animals who live in the ground.
Ruins covered with earth.

Oil waiting to be dug.
Sea life under the waves.
Sleeping plants and seeds.
Fossils in rock beds.

Tree roots in the forest.

LANGUAGE LESSON PLANS FOR LAB I TWENTY-SIXTH WEEK

PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
Review: Provide speaking practice in the use of personal pronouns. Pronouns: possessives & interrogatives. Introduction review Pronunciation drills: /ɛ/ /ɪ/ Final /s/ /z/ /iz/	Provide oral and written drills requiring and making of questions from statements using interrogative pronouns. Script B-7-V has suggested exercises. Provide practice and demonstration in the making and acknowledging of introductions.	Pattern drills involving possessive pronoun substitutions for nouns in sentences. Conversation practice with the making and acknowledging of introduction. Pronunciation drills with /ɛ/ and /ɪ/. Asking questions from statements using interrogative pronouns. Speaking practice pluralizing nouns.	Tape B-7-V: Personal Pronoun Review Possessives, Interrog. Introduction Review Final /s/; /ɛ/ /ɪ/ Speak-sheet B-4-V
Review: Promote courtesy and fluency in the asking of questions. Reinforce the final /s/ and /th/ sounds.	Demonstrate model question patterns that are used to get inf. in everyday situations. Consider listing several cue words on the board: date, time, age, etc. Point to word and have individuals phrase a courteous question that seeks information. Refer to final /s/ and /th/ reinforcement materials.	Pattern practice using interrogative and possessive pronouns; substitution drills asking for information; practice with a variety of sentences patterns that politely ask for information; pluralization drills; final /s/ and 3rd person verbs; the /th/ in prep. phrases; /th/ in reading excerpts.	Tape B-8-V: Conversation patterns Interrogative Courtesy th and final 's' Model tape: I Am An American
Review: Promote courtesy and fluency in everyday conversation patterns. Ordering meals Questions with "did" misc. analogies Provide pronunciation reinforcement: final "ed"; final /t/ sounds	Refer to "ed" and final "t" reinforcement materials. See <i>English 900</i> Book Form, pp. 49-60. Refer to "did" with past of common irregular verbs. See prepared materials and <i>Regents I and II</i>.	Pattern substitution drills developing conversational exchanges in a meal-ordering situation; review practice with "did" questions; pronunciation drills and the final "ed." Record <i>America for Me</i> Speak-sheet S-12-V	Tape B-9-V: Speak-sheet S-12-V Quiz #5 Model tape: I Am An American

Week's Lessons Follow

M. Tape B-8-V

CONVERSATIONAL PATTERNS: INTERROGATION COURTESY
'TH' AND FINAL 'S' REVIEW

M. Listen:

M. pencil
M. notebook
M. dictionary

F. Whose pencil is this? Is it yours?
F. Whose notebook is this? Is it yours?
F. Whose dictionary is this? Is it yours?

M. Now you follow the example:

F. Whose pencil is this? Is it yours?

M. notebook

M. desk

M. room

M. pen

M. paper

F. Listen:

F. lady
F. man
F. young girl

M. Who is that lady over there? Do you know?
M. Who is that man over there? Do you know?
M. Who is that young girl over there? Do you know?

F. Now you follow the example:

M. Who is that lady over there? Do you know?

F. man

F. girl

F. young girl

F. young lady

F. woman

M. Listen:

M. lady
M. man
M. boy

F. You know who that lady is, don't you?
F. You know who that man is, don't you?
F. You know who that boy is, don't you?

M. Now you follow the example:

F. You know who that lady is, don't you?

M. man

M. girl

M. young girl	.....
M. young lady	.....
M. woman	.....

F. Listen:

F. last night	M. Where were you last night? Were you at home?
F. last week	M. Where were you last week? Were you at home?
F. last month	M. Where were you last month? Were you at home?

F. Now you follow the example:

M. Where were you last night? Were you at home?	
F. last week	.....
F. last month	.....
F. last year	.....
F. a week ago	.....
F. six months ago	.....
F. in January	.....
F. during the summer	.....

M. Listen:

M. you	F. Whose coat is this? Does it belong to you?
M. me	F. Whose coat is this? Does it belong to me?
M. him	F. Whose coat is this? Does it belong to him?

M. Now you follow the example:

F. Whose coat is this? Does it belong to you?	
M. me	.....
M. him	.....
M. her	.....
M. us	.....
M. them	.....
M. Mr. Brown	.....
M. your friend	.....

F. Listen:

F. the correct time	M. Excuse me. Can you tell me the correct time?
F. the date today	M. Excuse me. Can you tell me the date today?
F. where the office is	M. Excuse me. Can you tell me where the office is?

F. Now you follow the example:

M. Excuse me. Can you tell me the correct time?

F. the date today

F. where the office is

F. where Tom Clark is

F. what the assignment is

F. how to get to the post office

F. where the library is

M. Now, answer these questions. Give complete answers:

F. Excuse me please. Can you tell me the correct time?

F. Excuse me. Can you tell me what the date is?

F. Excuse me. Can you tell me what time this class ends?

F. What is your name?

M. Where do you live?

M. How old are you?

M. Where were you born?

M. What languages do you speak?

F. Do you work?

F. Where do you go to school?

F. Do you have any brothers or sisters?

F. What is your mother's maiden name?

M. Pronunciation review. The final 's.'

M. Listen:

F. The student learns English.

M. Most students learn English.

F. The teacher grades papers.

M. Most teachers grade papers.

F. The car is expensive.

M. Most cars are expensive.

F. Now you follow the example:

M. The student learns English.

M. The teacher grades papers.

M. The car is expensive.

M. The train is on time.

F. The football game is exciting.

F. The youngster is curious.

F. The puppy is playful.

M. The library is quiet.

M. The nurse is helpful.

M. The rabbit is timid.

F. Listen:

M. like

M. hope

M. sit

M. read

F. Bill likes to watch T.V.

F. Bill hopes he can work this summer.

F. Bill sits up front.

F. Bill reads a lot.

M. Now you make your own sentences. Begin with "Bill."

F. like

F. hope

F. sit

F. read

M. feel

M. come

M. go

F. Now begin your sentences with "Ruth."

M. sit

M. watch

M. use

M. play

F. read

F. miss

F. leave

M. Now begin your sentence with "The bus."

F. stop

F. pass

F. leave

M. take

M. go

M. come

M. run

M. start

F. Review pronunciation of the 'th' sound.

M. Listen and repeat:

- F. in the room
- F. on the table
- F. with the boys
- F. after the game
- F. on the table
- F. with my brother
- F. during the lesson

M. Now make your own sentences:

- F. in the room
- F. on the table
- F. with the boys
- F. after the game
- M. on the team
- M. with my brother
- M. during the lesson
- M. with my mother
- M. always together
- M. inside the truck
- M. at the movies
- M. during good weather

F. Listen and repeat:

- M. I know not what course others may take.
- M. It is altogether fitting and proper that we should do this.
- M. It is for us, the living rather.
- M. Finally, whether you are citizens of America, or citizens of the world.
- F. To the flag of the United States of America, and to the republic for which it stands.
.....
- F. Crossing the fields to emerge again.
- F. And the muscles of his brawny arms are strong as iron bands.
- F. Poems are made by fools like me.
- M. He curls his lip, he lies in wait.

- M. That the road passes on through the long afternoon, and stretches away to the night.
- M. Or pinching times if he went to town.
- M. "Who touches a hair of your gray head, Dies like a dog, March on!" he said.
- F. In Flanders Fields, the poppies blow between the crosses, row on row.
- F. Pathway of the ghosts, the shadows.
- F. Where the squirrels hid their acorns.
- F. Steep mountains for my feet to climb.
- M. In green pastures.
- M. Beside the still waters.
- M. They wonder, as waiting the long years through.
- M. And all the woods to wander through.
- F. This ends the lesson.
- F. Tape B-9-V

SUBSTITUTION DRILLS: THE FINAL 'T' SOUND QUESTIONS WITH "DID"

F. Listen:

- F. Bill
- F. Mary
- F. Ted
- F. Joe

- M. What do you want, Bill?
- M. What do you want, Mary?
- M. What do you want, Ted?
- M. What do you want, Joe?

F. Now you follow the example:

M. What do you want, Bill?

F. Mary

F. Ted

F. Joe

F. Mr. Jones

F. Mrs. Webster

F. Ruth

M. I want a cup of coffee, please.

F. glass of milk

F. cup of tea

F. a small coke

F. a bottle of pop

M. I don't want a cup of coffee. I want a glass of milk.

F. cup of tea

F. a small coke

F. a bottle of pop

F. What does your friend want, Bill?

M. your brother

M. Mr. Smith

M. Jack

M. Helen

F. Listen:

F. speak

M. My uncle doesn't speak English, but I do.

F. read

M. My uncle doesn't read English, but I do.

F. write

M. My uncle doesn't write English, but I do.

F. understand

M. My uncle doesn't understand English, but I do.

F. Now you follow the example:

M. My uncle doesn't speak English, but I do.

F. read

F. write

F. understand

M. Sometimes I make mistakes when I speak English.

F. once in a while

F. often

F. frequently

F. many times

M. I have a lot of trouble with pronunciation. Do you?

F. spelling

F. grammar

F. reading

F. writing

F. I don't have any trouble with spelling. I have trouble with pronunciation.

M. a lot of trouble

M. much trouble

M. a great deal of trouble

M. the least bit of trouble

F. What about your friend. What would he like to eat?

M. your brother

M. your sister

M. Jack

M. Helen

M. Ruth

F. Please give me a piece of pie.

M. piece of cake

M. some pie

M. some cake

M. some ice cream

M. some pudding

M. Would you rather have cake or pie?

F. ice cream or pudding

F. pie or jello

F. cake or ice cream

F. pudding or jello

M. I'd rather have the ice cream. I think.

F. pie

F. pudding

F. jello

F. cake

F. She'd rather have pie. Do you have some pie?

M. cake

M. pudding

M. jello

M. ice cream

F. Pronunciation drills, final 't' sounds.

F. Listen:

M. stop - stopped

M. hope - hoped

M. keep - kept

F. sleep - slept

F. sweep - swept

F. talk - talked

M. like - liked

M. walk - walked

M. look - looked

F. Listen and repeat:

M. park - parked

F. leave - left

M. laugh - laughed

F. telegraph - telegraphed

M. cough - coughed

F. sniff - sniffed

M. Now, I'll give the present. You give the past. For example:

M. The bus stops.

F. The bus stopped.

M. Bill hopes.

F. Bill hoped.

M. Mary likes.

F. Mary liked.

M. Now you follow the example:

M. The bus stops here.

F. stopped

M. Bill hopes to go.

F. hoped

M. Mary likes coke.

F. liked

M. John keeps the keys.

F. kept

F. Ruth sweeps everyday.

M. swept

F. I talk to Fred.

M. talked

F. Jim walks by.

M. walked

F. She looks good.

M. looked

M. I'll park the car.

F. parked

M. Mary laughs easily.

F. laughed

M. Jim coughs often.

F. coughed

M. I'll leave at noon.

F. left

M. The station telegraphs the message. F. telegraphed

M. The dog sniffs the meat. F. sniffed

M. Repeat these sentences:

F. They stopped.

M. They stopped in Chicago.

F. We checked.

M. We checked our suitcases.

F. We walked.

M. We walked around the city.

M. He laughed.

F. I wonder why he laughed.

M. They danced.

F. They danced until midnight.

M. I finished.

F. I finished my homework at nine.

M. We watched.

F. We watched T.V. last night.

M. Listen:

M. Good morning.

M. Good afternoon.

M. Good evening.

F. Good morning, Bill. What are you doing?

F. Good afternoon, Bill. What are you doing?

F. Good evening, Bill. What are you doing?

M. Now you follow the example:

F. Good morning, Bill. What are you doing?

M. Good afternoon.

M. Good evening.

M. Hello!

M. Hi!

M. I'm reading a book. What's on your mind?

F. a magazine

F. the newspaper

F. a letter

F. doing my homework

F. finishing this assignment

F. Oh, I've been studying my lesson.

M. reading

M. looking at

M. preparing

M. reviewing

M. learning

M. Bill's not doing anything right now.

F. just now

F. at the moment

F. at this time

F. I'm going to town. Would you like to come along?

M. to the library

M. to eat

M. to the game

M. to visit Marion

M. What time are you leaving?

F. coming back

F. returning

F. getting ready

F. going

F. I'm not sure what time I'm coming back.

M. certain

M. positive

M. absolutely sure

M. I'm waiting for a friend of mine. Will you wait?

F. somebody

F. some people

F. someone

F. Yes, I'll wait, then we'll leave tonight.

M. this afternoon

M. later

M. at seven thirty

M. when you're ready

M. as soon as we're ready

F. Questions with "did."

F. Listen:

M. She came early.

M. They ate breakfast.

M. I went.

F. Did she come early?

F. Did they eat breakfast?

F. Did you go?

M. Now you ask the question. Begin with "did."

F. She came early.

F. They ate breakfast.

F. I went.

F. She had her book.

F. I saw her.

M. I thought about it.

M. He wore his coat.

M. He bought a radio.

M. come

M. eat

M. go

M. have

M. see

F. think

F. wear

F. buy

- | | |
|-----------------------------|-----------------|
| M. She brought her lessons. | F. bring |
| M. We forgot about it. | F. forget |
| F. He took the train. | M. take |
| F. She wrote home. | M. write |
| F. I got up early. | M. get up |
| F. He went downstairs. | M. go |

F. Now, let's review the same sentences very rapidly. You ask the questions. Begin with the word "did."

- | | |
|-----------------------------|-------|
| M. She came early. | ..... |
| M. They ate breakfast. | ..... |
| M. I went. | ..... |
| M. She had her book. | ..... |
| M. I saw her. | ..... |
| F. I thought about it. | ..... |
| F. He wore his coat. | ..... |
| F. He bought a radio. | ..... |
| F. She brought her lessons. | ..... |
| F. We forgot about it. | ..... |
| M. He took the train. | ..... |
| M. I got up early. | ..... |
| M. He went downstairs. | ..... |

F. This ends the lesson.

I AM AN AMERICAN

I am an American, listen to my words, listen well, for my country is a strong country, and my message is a strong message. I am an American; I speak for democracy and the dignity of the individual. I am an American, and my ancestors have given their blood for freedom.

On the green at Lexington and the snows at Valley Forge; the walls at Fort Sumter and the fields of Gettysburg, on the waters of the Mond and the shadows of the Argonne and the beachheads of Salerno and Normandy and the sands of Okinawa and the bare bleak hills called Pork Chop and Old Baldy and Heartbreak Ridge. A million and more of my countrymen have died for freedom. I am an American and my country is their eternal monument.

I am an American and my ancestors have bequeathed to me the laughter of a small boy, as he watches a circus clown's antics. The sweet delicious coldness of the first bite of peppermint ice-cream on the Fourth of July. The little tenseness of the baseball crowd as the umpire calls, "Batter-up;" of the high school band's rendition of "Stars and Stripes

Forever," in a Memorial Day parade. The clear sharp ring of a school bell on a crisp fall morning. These and many other things "they" fought for and left for me.

I am an American, and the fruits of my thought and labor are mine to enjoy.

I am an American and my happy land is a land of many realms and mansions. For it is the land of Ohio corn and potatoes and pasture. It's the realm of hundreds of acres of golden wheat, stretching across the flat miles of Kansas. It is the land of precision assembly lines in Detroit. It is the realm of milling cattle in the stockyards of Chicago. It is the land of glowing skylines of Pittsburg and Birmingham, of San Francisco and New York. And in my churches and homes are the mansions of heaven.

I am an American and the love of God has made me free.

I am an American, and in my churches and homes, everyone worships God in his own way. The young Jewish boy saying, "Hear oh Israel, the Lord is one . . .". The Catholic girl praying, "Hail Mary, full of grace, the Lord is with thee . . ." The Protestant boy singing, "A mighty fortress is our God." Each one believing and praying as he must and all joining in the universal prayer, "Our Father, who art in heaven . . .", with the voice and soul of every human being that cries out to be free.

I am an American, and I believe that America has answered that voice.

I am an American and my country offers freedom and opportunity such as no land before her has ever done. Freedom to work as mechanic or truckdriver, freedom to think as chemist or lawyer, as doctor or priest, freedom to love, as child, as parent, sweetheart, husband, wife; freedom to speak, to pray, to read, to argue, to praise, to criticize; freedom to eat and sleep, to work and play without fear; freedom to live one or two hundred million different lives.

I am an American and my heritage is of the land and of the spirit of the heart and of the soul.

Show me now, a country greater than my country, a people happier than my people.

I speak for democracy, and the freedom of the individual.

QUIZ NO. 3: LISTENING PRACTICE

/i/ and /iy/

/u/ and /uw/

/i/ and /e/

Take your answer sheet. Write your name, the date and Quiz No. 3 at the top of the sheet. Make three columns. Number from 1 to 20 on each column.

COLUMN 1: Listen for the /i/ sound as in *will*, *fill*. Write the number of the word that does *not* have the /i/ sound. Write 1 or 2 after the number of the problem. Listen carefully.

COLUMN 2: Now listen for the /u/ sound, as in *book*, *cook*, *look*. Write the number of the word that does *not* have the /u/ sound. Write 1, 2, or 3 after the number of the problem. Listen carefully.

COLUMN 3: Now listen for the /i/ sound, as in *sit*, *fit*, *live*. Write the number of the word that does *not* have the /i/ sound. Write 1, 2, 3 or 4 after the number of the problem. Listen carefully.

	ans.		ans.		ans.
1. pet - pit	1	1. full - fool - full	2	1. it - it - eat - it	3
2. sit - set	2	2. full - full - fool	3	2. sit - seat - sit - sit	2
3. set - sit	1	3. soot - soot - suit	3	3. fit - fit - feet - fit	3
4. led - lid	1	4. could - could - cooed	3	4. live - leave - live - live	2
5. nick - neck	2	5. would - would - wooed	3	5. his - his - he's - his	3
6. will - well	2	6. wooed - wood - wood	1	6. fill - feel - fill - fill	2
7. well - will	1	7. look - Luke - look	2	7. we'll - will - will - will	1
8. bin - ben	2	8. stood - stood - stewed	3	8. sick - sick - seek - sick	3
9. net - knit	1	9. hood - who'd - hood	2	9. will - will - will - we'll	4
10. led - lid	1	10. soot - suit - soot	2	10. bit - bit - bit - beet	4
11. Lid - led	2	11. suit - soot - soot	1	11. ship - sheep - ship - ship	2
12. set - sit	1	12. should - shoed - should	2	12. it - eat - it - it	2
13. well - will	1	13. pool - pull - pull	1	13. did - deed - did - did	2
14. well - will	1	14. pull - pull - pool	3	14. fill - fill - feel - fill	3
15. fill - fell	2	15. could - could - cooed	3	15. hit - heat - hit - hit	2
16. sill - sell	2	16. full - full - fool	3	16. sin - sin - sin - seen	4
17. well - will	1	17. suit - soot - soot	1	17. it - eat - it - it	2
18. set - sit	1	18. pull - pool - pull	2	18. eat - it - it - it	1
19. will - well	2	19. stood - stood - stewed	3	19. hill - hill - heel - hill	3
20. well - will	1	20. look - Luke - look	2	20. lip - leap - lip - lip	2

QUIZ NO. 4: LISTENING PRACTICE

/e/ and /ae/;

/a/ and /ay/

Take your answer sheet. Write your name, the date, and Quiz No. 4 at the top of the sheet. Make two columns. Number from 1 to 10 on each column.

COLUMN 1: Listen for the /e/ sound, as in *bed*, *set*, *led*, *fed*. Write the number of the word that does *not* have the /e/ sound. Write 1, 2 or 3 after the number of the problem. Listen carefully.

COLUMN 2. Listen for the /ay/ sound, as in *fight*, *sight*, *right*, *might*. Write the number of the word that does *not* have the /ay/ sound.

	ans.		ans.
1. bed - bed - bad	3	11. dad - dead - dead	1
2. met - mat - met	2	12. dead - dead - dad	3
3. pat - pet - pet	1	13. set - sat - set -	2
4. fed - fed - fad	3	14. set - set - sat	3
5. set - sat - set	2	15. led - led - lad	3
6. bread - brad - bread	2	16. met - mat - met	2
7. dad - dead - dead	1	17. bed - bed - bad	3
8. bed - bad - bed	2	18. dead - dad - dead	2
9. pat - pet - pet	1	19. mat - met - met	1
10. met - mat - met	2	20. fed - fad - fed	2

1. light - light - late - light	3	11. right - rot - right - right	2
2. night - night - night - not	4	12. right - right - right - rot	4
3. nine - none - nine - nine	2	13. bite - bite - bought - bite	3
4. right - rat - right - right	2	14. tight - taught - tight - tight	2
5. height - hot - height - height	2	15. kite - kite - kite - caught	4
6. bite - bite - bought - bite	3	16. right - rot - right - right	2
7. white - what - white - white	2	17. night - night - not - night	3
8. night - not - night - night	2	18. fight - fought - fight - fight	2
9. nine - none - nine - nine	2	19. right - rot - right - right	2
10. right - right - rot - right	3	20. light - light - lot - light	3

QUIZ NO. 5: LISTENING PRACTICE

Final "ed" /t/ /d/ /id/

Take your answer sheet. Write your name, the date and Quiz No. 5 at the top of the sheet. Make two columns on your sheet. Number from 1 to 20 on each column.

You will hear forty words with "ed" endings sound like /t/, some like /d/, and some like /id/. Write *t*, *d* or *id* for each word — whichever ending you think you hear. Listen carefully:

	ans.		ans.
1. crossed	t	1. looked	t
2. added	id	2. cared	d
3. cleaned	d	3. hated	id
4. answered	d	4. loved	d
5. finished	t	5. decided	id
6. wanted	id	6. thanked	t
7. helped	t	7. voted	id
8. received	d	8. cleaned	d
9. walked	t	9. borrowed	d
10. waited	id	10. wished	t
11. invited	id	11. happened	d
12. talked	t	12. washed	t
13. wanted	id	13. showed	d
14. enjoyed	d	14. seated	id
15. listened	d	15. mopped	t
16. started	id	16. moved	d
17. telephoned	d	17. locked	t
18. visited	id	18. opened	d
19. liked	t	19. married	d
20. painted	id	20. dropped	t

From: Crowell, T. Y. Jr.,: *Modern Spoken English*, McGraw-Hill, N. Y.

TWENTY-SIXTH WEEK ENRICHMENT

/ch/

PRACTICE THE FOLLOWING WORDS:

seat - sheet - cheat
sear - sheer - cheer
sip - ship - chip
sop - shop - chop
mash - mash - match
sock - shock - chock
sue - shoe - chew

slews - shows - chose
Swiss - swish - switch
seep - sheep - cheap
sin - shin - chin
sues - shoes - choose
lass - lash - latch
lease - leash - leech

SENTENCES:

1. Please sit in that seat.
2. You'd better shut the windows and latch them.
3. Please switch off the light when you leave.
4. A prophet is a seer.
5. Mr. Chin isn't related to Mr. Chin.
6. Chew your food thoroughly before you swallow it.
7. She sews very well.
8. You'll get a shock from that socket.
9. Are you going to the boxing match tonight?
10. That's cheap at any price.
11. She's eaten all the cheese.
12. Do you like chipped beef?
13. Those aren't the shoes I'd choose.
14. He's got to chop some wood for the fire.
15. I'm not going to renew the lease on my apartment.

REVIEW — /tʃ/ and /dʒ/:

chin - gin
char - jar
cheer - jeer

chest - jest
choke - joke
chunk - junk
chump - jump

batch - badge
rich - ridge
breeches - bridges

MORE SENTENCES:

1. The British drink a lot of gin.
2. If they like you, they'll cheer; if they don't, they'll jeer.
3. You musn't call anybody a chump.
4. Put the tip of your tongue on your tooth ridge.
5. Do you want a jar of cherries?
6. The doctor examined the boy's chest.
7. Don't get mad; it was only a joke.
8. The detective showed his badge to the policeman.
9. How many bridges are there to cross?

From: Crowell, T. Y. Jr.,: *Modern Spoken English*, McGraw-Hill, N. Y.

Θ and ð

PRACTICE THE FOLLOWING SENTENCES:

1. Did they give you ether when you had your operation?
2. The Bible says, "Honor thy father and thy mother."
3. I loathe liver.
4. He pulled the sword out of its sheath.
5. Babies cry a lot when they teethe, don't they?
6. She put a Christmas wreath on the front door.
7. The baby has a bruise on his thigh.
8. Stand on the bath mat when you get out of the shower.
9. The child thanked his father for the toy tank.
10. It's a shame the ice is too thin for skating.
11. This soup's too thin, isn't it?
12. I'll be thankful when I can take a bath.

/d/ and / ð /:

d's - these

day - they

die - thy

dough - though

doze - those

ladder - lather

reading - wreathing

riding - writhing

laid - lathe

reed - wreath

ride - writhe

sued - soothe

MORE SENTENCES: WATCH YOUR INTONATION.

1. He sued the company for ten thousand dollars.
2. Do they do that every day?
3. Thanks a lot.
4. Do you like the thigh of a chicken?
5. She's taking a bath right now.
6. I don't have any faith in his promises.
7. Fathers used to thrash their boys.
8. Doctors take an oath when they graduate.
9. Where's nearest telephone booth?
10. There're three trees in a row.

/t/ and / Θ /:

tank - thank

team - theme

tie - thigh

trash - thrash

tree - three

true - through

bat - bath

boot - booth

fate - faith

oat - oath

DIALOGUE:

- 1—What does that sign say?
- 2—Can't you read it?
- 1—No, I can't.
Please tell me what it says.
- 2—It says "No Smoking."
You'd better put out your cigarette.

DIALOGUE:

- 1—What were you doing at the store yesterday?
- 2—I was looking for a spring suit.
What were you doing there?
- 1—I was trying to find a coat.
I need a light one for bad weather.

From: Crowell, T. Y. Jr.,: *Modern Spoken English*, McGraw Hill, N. Y.

PRACTICE THE FOLLOWING PAIRS:

Yale - jail	yet - jet
yam - jam	yoke - joke
yard - jarred	you - Jew
year - jeer	use (verb) — Jews
yellow - Jello	use (noun) — Juice
yell - jell	

Practice these sentences. Watch your INTONATION.

1. He's going to Yale.
2. The earthquake jarred the house.
3. Don't yell; I can hear you.
4. He hasn't seen a jet yet, has he?
5. Carrying a yoke is no joke.
6. Do Jews use that synagogue?
7. Do you like jam?
8. The crowd jeered the umpire.
9. Lemon Jello is yellow.
10. He has no use for juice.

REVIEW /dz / and /dʒ /:

leads - liege	aids - age	El's - edge
seeds - siege	raids - rage	heads - hedge
rids - ridge	wades - wage	buds - budge
	dreads - dredge	

MORE PRACTICE SENTENCES:

1. People often refer to the siege of Troy.
2. She's Ed's wife.
3. Almost every student dreads an exam.
4. She follows wherever he leads.
5. What's his age.
6. They have a hedge around their house.
7. That job doesn't pay a living wage.
8. That powder rids dogs of fleas.

SEASONAL MATERIAL FOR READING

RIDING THE SKY

Box kites bob
On the bouncing breeze.
Long-tailed skimmers
Sail over the trees.
Fish kites swim
Blue oceans of air,
And butterflies flit
With gay wings aflare.

String up and fling up
And run with your kite!
Catch wind and snatch wind
Till it carries just right!
Free string and loose string—
Let it soar free and far!
Let it dance, see it prance
Like at high twinkling star!

—Barbara Bates

THE WIND

Today the wind is just a breeze
That blows the branches of the trees,
And makes a humming sound.
But yesterday,
Oh, what a sight!
The wind sure did put up a fight.

—Jaymes Glenn

STIRRING

In the park today,
Listening, listening.
Only the wind,
Howling, howling.
Not a voice, not a word,
Listening, listening.

—Sharon Vardamis

SEASONAL MATERIAL—SAINT PATRICK

SAINT PATRICK (about 389-461)

Saint Patrick is the patron of Ireland and a saint of the Roman Catholic Church. He was born at Bannavem, which may have been in England near the Severn estuary, or in Scotland near the modern city of Dumbarton.

Saint Patrick had a romantic life, full of adventure. He was captured by pirates from Ireland at the age of sixteen. They carried him back there, and set him to tending the flocks of a chieftain in Ulster. Six years of slavery made him a devoted Christian. He escaped to France and became a monk. In 432, a vision led him to return to Ireland as a missionary bishop. He worked very hard in various parts of the island for the rest of his life. His labors were so successful that he came to be known as the one who "found Ireland all heathen and left it all Christian." Saint Patrick founded over three hundred churches and baptized more than one hundred twenty thousand persons.

Many legends grew up about this popular saint. One of the best known is that he charmed the snakes of the land down to the seashore so that they were driven into the water and drowned. Much else that is told of Saint Patrick is little more than legendary. He left a sort of autobiography in his Confession, written in crude Latin.

Much study has been given to Saint Patrick, but little that goes beyond his own writings can be accepted as certain.

Saint Patrick's feast day is celebrated throughout the world, wherever there are Irish people. It falls on March 17 of each year.

—World Book Encyclopedia.

SEASONAL MATERIAL: ST. PATRICK
AN OLD IRISH BLESSING

May the blessing of light
be on you, light within and light without.

May the blessed sunlight
shine upon you and warm your heart till it glows like a great
peat fire, so that the stranger may come and
warm himself at it, and also a friend.

And may the light shine
out of the eyes of you, like a candle set in the windows of
a house, bidding the wandering to come in out of the storm.

And may the blessing of
the rain be on you — the soft sweet rain. May it fall upon
your spirit so that all the little flowers may spring up,
and shed their sweetness on the air.

And may the blessing of the great rains be on you,
may they beat upon your spirit and wash it fair and clean,
and leave there many a shining pool where the blue
of heavens shines, and sometimes a star.

And may the blessing of the
earth be on you — the great round earth; may you ever
have a kindly greeting for them you pass as you're going
along the roads. May the earth be soft under you when
you rest out upon it, tired at the end of a day, and may it
rest easy over you when, at the last, you lie out under it.

May it rest so lightly over you that your soul may be off
from under it quickly, and up and off, and on its way to God.

And now may the Lord
bless you, and bless you kindly.

PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
Provide practice in the use of conversational courtesy: ordering meals questions with "did" misc. analogies Provide pronunciation practice final "ed" sounds: /t/ /d/ /id/	Continue speaking activity of the last session, with two students sharing the delivery of a favorite reading. Introduce a new selection and follow it up with group, individual and choral practice.	Pattern substitution drills developing conversation exchange in a meal-ordering situation; variety of noun and phrase substitution in conversation; review practice with "did" questions; pronunciation drills with the final "ed." Record S-12-V. Barbara Frietchie for individual recording.	Tape B-9-V: Speak-sheet S-12-V Quiz #5 Barbara Frietchie (model tape)
Develop fluency with questions and answers. Reinforce pronunciation with the final "ed": /t/ /d/ /id/ endings	Consider using a variety of flash cards with a picture and one word: (WEIGHT - of package) to elicit questions and answers. Cue with "question" or "answer" and have student form a question or answer — a rapid drill. Script B-10 has suggested patterns.	Substitution drills with conversation patterns about age; asking and answering questions; "ed" endings; analogy exercises about daily activities; listening to dialogue with follow-up comprehension questions. Kennedy's Inaugural for individual practice.	Tape B-10-V: Asking Age; Final "ed"; Dialogue about Daily Activity; Listening for Comprehension Speak-sheet S-12-V Kennedy's Inaugural (model tape)
Continue asking and answering exchanges: for ready answers for prompt questioning Promote courtesy in asking for and giving information.	Try to include some writing activity that involves the vocabulary of places commonly sought in directions (telephone, police, hospital, depot, etc.). Consider cueing with one word (library), then have student phrase a courteous question: "Can you tell me where the is?" etc.	Some kinds of participation drills, practicing courtesy asking and answering questions; review final "ed" in words and sentences; speaking practice describing shape, size, color, weight of objects, asking and giving directions; courtesy in approaching strangers for information. Gettysburg Address	Tape B-11-V: Asking and Answering; Describing Objects; Final "ed"; Getting Information & Directions Speak-sheet S-12-V Gettysburg Address (model tape)

Week's Lessons Follow

M. Tape B-10-V

ASKING ABOUT AGE — THE FINAL "ED" VERB ENDINGS
DIALOGUE ABOUT DAILY ACTIVITIES
LISTENING FOR COMPREHENSION

M. Listen:

M. are you

F. How old are you? Can you tell me?

M. is she

F. How old is she? Can you tell me?

M. is he

F. How old is he? Can you tell me?

M. Now, you follow the example:

F. How old are you? Can you tell me?

M. is she

M. is he

M. that man

M. your younger sister

M. your older brother

F. I think I'm older than you are. How old are you?

M. he is

M. she is

M. John is

M. Ruth is

F. I'm seventeen years old. How old are you?

M. is he

M. are your friends

M. your mother and father

F. My brother is not quite twenty-five. How old are you?

M. sister

M. friend

M. Bill

M. Evelyn

F. Mr. Smith is still in his fifties, isn't he?

M. twenties

M. thirties

M. forties

M. sixties

M. seventies

M. My brother is two years younger than I am.

F. you are

F. John is

F. Tom is

M. How many are there in your family? Can you tell me?

F. in his class

F. in her family

F. in Bill's family

F. My sister is the oldest. There are five of us altogether.

M. next to oldest

M. youngest

M. next to youngest

M. Take a guess. How old do you think I am?

F. do you think he is

F. do you think she is

F. my sister is

F. our teacher

F. my girl friend

F. my boy friend

F. Oh, I'd say you're about eighteen. Am I right?

M. around sixteen

M. close to

M. almost

M. not quite

M. pretty close to

M. That makes me a little older than you are.

F. a couple of years

F. a few years

F. a lot

F. much

F. not much

M. The final "ed."

M. Listen. The following verbs end with a 't' sound.

M. Listen to the endings:

F. wish - wished

M. laugh - laughed

F. help - helped

F. watch - watched

M. pass - passed

F. pack - packed

F. stop - stopped

M. wash - washed

F. cough - coughed

F. like - liked

M. reach - reached

F. miss - missed

M. Listen:

F. wish

M. Bill wished he could be with us yesterday.

F. watch

M. Bill watched the ball game.

F. stop

M. Bill stopped the bus.

M. Now you make your own sentence. Begin with "Bill"; end with "yesterday."

F. wish

F. watch

F. stop

F. like

F. laugh

M. pass

M. wash

M. help

M. cough

M. miss

F. Listen. The following verbs end with a "d" sound.

M. raise - raised

M. learn - learned

M. change - changed

M. live - lived

M. show - showed

M. call - called

M. rob - robbed

M. stay - stayed

M. seem - seemed

M. use - used

F. Listen:

M. stay

F. Ruth stayed home last week.

M. showed

F. Ruth showed us her apartment last week.

M. learn

F. Ruth learned to drive last week.

F. Now you make your own sentences. Begin with "Ruth"; end with "last week."

M. stay

M. show

- M. learn
- M. use
- M. call
- F. change
- F. enjoy
- F. answer
- F. receive
- F. clean

M. Listen. The following verbs end with an "ed" sound.

M. Listen:

- | | | |
|---------------------|--------------------|----------------------|
| F. add - added | F. wait - waited | F. repeat - repeated |
| F. decide - decided | F. want - wanted | F. attend - attended |
| F. invite - invited | F. need - needed | |
| F. start - started | F. light - lighted | |

M. Listen:

- | | |
|-----------|--|
| F. add | M. I've already added the figures. |
| F. decide | M. I've already decided to go. |
| F. invite | M. I've already invited Jim to come along. |

F. Now you make your own sentences. Begin with "I've already."

- M. add
- M. decide
- M. invite
- M. start
- M. wait
- F. attend
- F. repeat
- F. light
- F. paint

M. Listen:

- | | |
|-------------|--|
| M. do you | F. What time do you get up everyday? |
| M. does she | F. What time does she get up everyday? |
| M. does he | F. What time does he get up everyday? |

M. Now follow the example:

- F. What time do you get up everyday?
- M. does she

- M. does he
- M. does Mr. Green
- M. Mrs. Benson
- M. do most students

M. I usually wake up early. Do you?

- F. get up
- F. have breakfast
- F. eat dinner
- F. get to school

F. Usually, I have a big breakfast every morning.

- M. little breakfast
- M. light
- M. very light

M. You must leave your place later than I do.

- F. earlier than
- F. much later than
- F. at the same time as

F. Before I eat dinner, I read the newspaper for a while.

- M. listen to the radio
- M. watch T.V.
- M. write letters
- M. study
- M. visit my brother

M. Before I go to bed, I usually read for a while.

- F. an hour
- F. a couple of hours
- F. a long time
- F. until I get sleepy

M. Now, listen carefully to the following conversation. You'll be asked questions about it later.

F. I'm very much interested in the languages different people speak. I can speak Navajo fluently and am learning English and enjoy it. But, I find that there is

very little opportunity to speak my native Navajo language away from the reservation. In what countries is English spoken?

- F. Where is Spanish spoken?
- M. Spanish is spoken in all the principal countries of South America except Brazil.
- F. What language is spoken in Brazil?
- M. Portuguese is spoken there.
- F. What about France, Germany, and Russia?
- M. In France, people speak French; in Germany, they speak German; in Russia, Russian.
- F. These are all important languages; so is Italian, Japanese, and Chinese; but isn't it true that English is getting to be the most popular language in the world today? People in schools everywhere are learning to speak English. It seems that when a nation becomes important, its language grows in importance. When a country becomes less important, its language is not so popular.

M. Now answer these questions:

- F. In what countries is English spoken?.....
- F. In what countries is Spanish spoken?.....
- F. What language is spoken in France?
- M. What language is spoken in Germany?
- M. What language is spoken in Russia?
- M. Why do you think so many countries teach English?
- M. Do you think English is an easy or difficult language to learn?

F. Be careful about endings. Listen and repeat:

- M. The breaking waves dashed high.
- M. Their giant branches tossed.
- M. They have left unstained what there they found.
- M. Something attempted, something done
- F. The sun of noon looked down.
- F. Dame Barbara snatched the silken scarf.
- F. Sounded the tread of marching feet.
- F. All day long that free flag tossed.
- M. Is life so dear or peace so sweet as to be purchased at the price of chains?
- M. Which they who fought her have thus far so nobly advanced.
- M. Conceived in liberty.
- F. Have been granted the role.
- F. Learned of every bird its language.
- F. Whispered, what is that Nokomis?
- F. Dedicated to the great task remaining before us.

M. This ends the lesson.

M. Tape B-11-V

ASKING AND ANSWERING QUESTIONS
DESCRIBING OBJECTS — THE FINAL "ED"
GETTING INFORMATION AND DIRECTIONS

M. Listen:

M. Bill and John

F. Where were Bill and John yesterday afternoon?

M. they

F. Where were they yesterday afternoon?

M. you

F. Where were you yesterday afternoon?

M. was he

F. Where was he yesterday afternoon?

M. Now you follow the example:

F. Where were Bill and John yesterday afternoon?

M. they

M. you

M. was he

M. was she

M. was Bill

M. was John

F. I was at home all afternoon yesterday.

M. at school

M. at the game

M. away from home

M. at the doctor's office

F. What were you doing at about 4 o'clock yesterday?

M. studying

M. thinking about

M. studying

M. I was listening to the radio at about 4:00.

F. a radio broadcast

F. a news program

F. a radio program

M. I was watching television at 8:00 last night.

F. a T.V. show

F. my favorite T.V. show

F. the news on T.V.

F. a western movie

- M. When you called me yesterday, I was studying.
- F. eating dinner
- F. just leaving
- F. sleeping
- F. just getting up
- F. When I saw Bill, he was talking with Ruth.
- M. reading
- M. going to work
- M. having lunch
- M. going to the movies
- M. Last Tuesday, they called just as we were having dinner.
- F. leaving
- F. getting up
- F. going to bed
- F. leaving for the game
- F. I was at home all afternoon yesterday.
- M. all day
- M. all morning
- M. part of the day
- M. most of the day
- M. during the day
- F. The final "ed."
- F. Listen and repeat:
- | | |
|---------------------|--|
| M. helped | F. I helped him and he thanked me. |
| M. liked | F. He liked her and asked for her name. |
| M. picked | F. He picked her and asked her name. |
| M. loved | F. She loved Spanish and always studied hard. |
| F. believed | M. I believed you when you called last night. |
| F. telephoned | M. I telephoned you, but he answered. |
| F. invited | M. I invited her, but she visited you. |
| F. decided | M. He decided he needed to learn English. |
| F. painted | M. I painted the room; she wanted it green. |

F. Listen:

- | | |
|---------------|--|
| F. book | M. What color is your book? Do you remember? |
| F. pen | M. What color is your pen? Do you remember? |
| F. camera | M. What color is your camera? Do you remember? |
| F. radio | M. What color is your radio? Do you remember? |
| F. typewriter | M. What color is your typewriter? Do you remember? |

F. Now you follow the example:

F. My book has a dark blue cover. Have you seen it?

- M. light blue
- M. bright red
- M. red and blue

M. How much does that typewriter weigh? Can you tell me?

- F. table
- F. book
- F. horse
- F. elephant

F. It's heavy, but I don't know the exact weight.

- M. fairly heavy
- M. very light
- M. pretty light
- M. not awfully heavy

M. What size suitcase do you own?

- F. notebook
- F. house
- F. ruler

F. One of my suitcases is small and the other is medium.

- M. large
- M. little
- M. big

M. How long is Forest Street? Do you know?

- F. wide
- F. narrow
- F. big

F. That street is only two miles long.

M. two blocks long

M. a few blocks long

M. a half a mile long

M. This material feels soft. How does that feel?

F. hard

F. wet

F. dry

F. hard and dry

F. soft and wet

F. This pen is longer than that one.

M. shorter

M. bigger

M. smaller

M. heavier

M. lighter

M. This window is two feet wide. I measured it.

F. twenty six inches

F. thirty two inches

F. one yard

F. This round table is the one I'd like to buy.

M. square

M. long

M. narrow

M. small

M. wide

F. Getting information and directions.

F. Listen:

F. sir

F. ma'm

F. miss

F. Mr. Brown

M. Excuse me, sir. Can you give me some information?

M. Excuse me, ma'm. Can you give me some information?

M. Excuse me, miss. Can you give me some information?

M. Excuse me, Mr. Brown. Can you give me some information?

F. Now you follow the example:

F. ma'm

F. miss

F. Mr. Brown

F. Bill

F. Can you tell me where Main Street is?

M. the restaurant

M. the post office

M. the library

M. the airport

M. the bus depot

M. The post office is two blocks straight ahead.

F. on the other side of the street

F. two miles straight ahead

F. three blocks west

F. just around the corner

F. Which direction is the theater? Do you know?

M. the post office

M. the bank

M. the police station

M. the high school

M. Turn right at the next corner. You can't miss it.

M. Would you tell me?

M. Could you tell me?

M. Would you mind telling me?

M. It's a long way from here to the post office.

F. a short distance

F. short walk

F. long drive

F. The high school is just around the corner. You can't miss it.

M. in the middle of the block

M. right on the corner

M. up there on the left.

- M. Could you tel' me where the nearest telephone is?
- F. hospital
- F. men's room
- F. ladies' room
- F. restaurant
- F. I beg your pardon. Is this seat taken?
- M. occupied
- M. reserved
- M. reserved for somebody
- M. The restaurant is up those stairs.
- F. on the second floor
- F. down those stairs
- F. in the basement
- F. up those stairs
- M. Listen closely for ending sounds.
- M. Listen and repeat:
- F. Up from the meadows rich with corn.....
- F. You must develop patience with steady practice.
- F. Is life so dear or peace so sweet, as to be purchased at the price of chains and
slavery?
- F. It is rather for us to be dedicated to the great task remaining before us.
- M. That to secure these rights, governments are instituted among men.
- M. My fellow citizens of the world.
- M. The breaking waves dashed high.
- M. Crossing the fields to emerge again.
- F. The hurrying hoof beats of that steed.
- F. And the midnight message of Paul Revere.
- F. Against the earth's sweet flowing breast.
- F. It sounds to him like her mother's voice.
- M. But I have promises to keep.
- M. And miles to go before I sleep.
- M. And miles to go before I sleep.
- F. This ends the lesson.

ASKING QUESTIONS

FROM: Allen & Allen: *Review Exercises For EFL*, T. Y. Crowell Co., N. Y.

READ each statement. Then ask two questions based on the statement. (The first words of the questions are below the statement.)

EXAMPLES: Mr. and Mrs. Benson and their three children live on Yale Street.
 Where *do Mr. and Mrs. Benson and their three children live?*
 On what street *do Mr. and Mrs. Benson and their three children live?*
 They would like a new house because this old one is too far from Mr. Benson's office.
 What *would they like?*
 Why *would they like a new house?*

1. Mr. Benson works in a newspaper office.
 Where? In what kind of office?
2. The two oldest children leave the house at 8:30 in the morning because they have to go to school.
 At what time? Why?
3. The youngest stays home with his mother because he's too young to go to school.
 Where? Why?
4. Barbara Benson goes to the Independenceville Elementary School.
 Where? To what school?
5. Paul Benson sometimes goes to school by bus because his high school is far from his home.
 How? Why?
6. Little Kenny Benson plays with the neighbors' children for an hour or two each morning.
 With whom? For how long?
7. Mrs. Benson takes Kenny with her when she goes to the store.
 Whom When?
8. Mrs. Benson buys fish at the Seaview Market every Friday.
 Where? On what day?
9. She usually takes her metal grocery cart with her when she goes shopping because the packages are too heavy to carry in her arms.
 What? Why?
10. Kenny ran away from his mother in the grocery store last week and he broke three bottles of pickles all over the floor.
 When grocery store? How many break?

ASKING QUESTIONS

FROM: Allen & Allen: *Review Exercises For EFL*, T. Y. Crowell Co., N. Y.

Kenny Benson asks questions all day. His mother tries to answer his questions because she knows that children learn by asking. Look at each of Mrs. Benson's answers, and guess the questions that Kenny asked. (Some of the words in the questions are already there.)

EXAMPLE: KENNY: "Where does milk come from?"

MRS. B.: "Milk comes from cows."

1. Kenny: "Where from?"
Mrs. B.: "Rain comes from clouds."
2. Kenny: "What made of?"
Mrs. B.: "Your ball is made of rubber."
3. Kenny: "Where?"
Mrs. B.: "Birds sleep in trees."
4. Kenny: "Why?"
Mrs. B.: "People can't fly because they don't have wings."
5. Kenny: "Why dark here at night?"
Mrs. B.: "It's dark here at night because the sun is shining on the other side of the world."
6. Kenny: "What?"
Mrs. B.: "*Hush* means 'Be quiet.'"
7. Kenny: "Why glasses?"
Mrs. B.: "Daddy wears glasses because they help him see better."
8. Kenny: "When Daddy?"
Mrs. B.: "I married Daddy a long time ago."
9. Kenny: "Why?"
Mrs. B.: "Children have to go to bed early in order to stay healthy and strong."
10. Kenny: "What?"
Mrs. B.: "I don't know what giraffes eat. Ask your father."

ASKING QUESTIONS

FROM: Allen & Allen: *Review Exercises For EFL*, T. Y. Crowell Co., N. Y.

Read each statement. Complete each question based on the statement, and answer it.

Examples: Ed Hudson played tennis at the Wildwood Club yesterday afternoon.

Where did Ed Hudson play tennis
yesterday afternoon?

He played tennis at the Wildwood
Club then.

When did Ed Hudson play tennis
at the Wildwood Club?

He played tennis there yesterday
afternoon.

1. Ed usually plays tennis with Joe Curley on Wednesdays and Fridays.
With whom? On what days?
2. Joe's father's drugstore is on the corner of Main Street and Noble Avenue.
Where? On which corner?
3. Mr. Curley's drugstore was on Middle Street ten or twelve years ago.
Where? When?
4. People often eat sandwiches and ice cream in American Drugstores.
What? Where?
5. People often go to a drugstore when they are hungry or thirsty.
Where? When?
6. Ed and Joe went to Mr. Curley's drugstore because they were thirsty after their tennis game.
Where? Why?
7. Ed asked for a chocolate ice cream soda.
What? What kind of ice cream soda?
8. The two tennis players felt very hot and tired after their game.
How? When?
9. While they were drinking their sodas, they discussed the game.
When? What?
10. After they had finished their sodas, they went to Ed's house, by bus.
Where? How?

ASKING QUESTIONS

FROM: Allen & Allen: *Review Exercises For EFL*, T. Y. Crowell Co., N. Y.

Read each statement. Complete each question based on the statement. Then answer the question, using a short answer.

Examples: Ed and Joe played tennis yesterday.

Who played tennis yesterday?

Ed and Joe did.

What did Ed and Joe play?

They played tennis.

1. Ed and Joe drank sodas after the game.
Who? What
2. Ed often eats sandwiches in drugstores.
Who? What
3. Joe likes ice cream very much.
Who? What

4. Mr. Curley sells toothbrushes, toothpaste, and soap.
Who? What
5. Mrs. Curley sometimes helps Mr. Curley in the drugstore.
Who? Whom
6. Mrs. Curley was a teacher before she was married.
Who? What
7. Mr. Curley works in the drugstore six or seven days a week.
Who? How many days a week
8. A man who owns a drugstore can't have many vacations.
Who? What
9. Mrs. Curley wants to take a long trip with Mr. Curley some day.
Who? What kind of trip
10. Mr. Curley doesn't want to go because he thinks he shouldn't leave the store.
Who? Why

ASKING QUESTIONS

FROM: Allen & Allen: *Review Exercises For EFL*, T. Y. Crowell Co., N. Y.

Make questions based on these statements. Each question should begin with *HOW*. Answer each question.

Example: English teachers usually speak clearly.

How do English teachers usually speak?

They usually speak clearly.

1. Tom's uncle sang beautifully last Sunday.
2. Cats walk very quietly.
3. Farm children often go to school by bus.
4. A baseball player hits the ball with a bat.
5. Some people learn foreign languages by listening to the radio.
6. The worst student in our class still spells dinner with only one "n."
7. They clean these blackboards with a soft cloth every evening.
8. People should always write *stopped* with a double "p."
9. Ed and Joe shook hands very cordially after their tennis game.
10. Ed felt very tired after playing tennis all afternoon.

ASKING QUESTIONS

FROM: Allen & Allen: *Review Exercises For EFL*, T. Y. Crowell Co., N. Y.

Make questions based on these statements. Each questions should begin with *WHY*.

Example: People on farms usually go to bed earlier than people in cities do.

Why do people on farms usually go to bed earlier than people in cities do?

1. Most American women live longer than most American men do.
2. Meat usually costs more than fish does.
3. Meat and fish usually cost more than vegetables do.
4. Bus travel in the United States costs less than train travel does.
5. High school students have more homework than elementary school pupils do.
6. People who eat many sweet things often have trouble with their teeth.
7. Most people who live in Asia would rather eat rice than potatoes.
8. Somebody telephoned to Mr. Hudson's house at midnight last night.
9. Mr. Hudson hasn't gone to his office since last Tuesday.
10. All of the people who work with Mr. Hudson were very sorry to hear the news.

PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1 Provide dialogue practice asking about relatives. Relate a brief anecdote for listening practice. Provide pronunciation review: /ð/ and /θ/ /t/ /d/ /id/ endings /s/ /z/ /iz/ endings	Consider listening exercises with written follow-up. For example: Quizzes 2, 5, 8 (first section); use easily corrected one-word answer-sheets. Try reading aloud a short story with conversation and dialogue. Have students write in quotes some exchange that you cue.	Asking about relatives; substitution drills; question-answer exchanges involving "th"; final "ed" in words and sentences; listening and follow-up questions; pluralization of nouns requiring /s/ /z/ /iz/.	Tape B-12-V: Review Dialogue about Relatives; Listening for Common Pronunciation Drills <i>America for Me</i> (model tape)
SESSION 2 Provide conversation practice for "did" with the past tense. Provide sample dialogue in a <i>Visit to the Dentist</i> situation. Review changing positive to negative.	Script B-13 has suggested patterns that may be helpful. Refer to <i>Regent II</i> for common irregular verbs.	Substitution drills in conversation dialogue; use of "did" with the past; exercises requiring questions from statements making negative from positive; listening to dialogue with follow-up questions. Independent recording: Students' choice	Tape B-13-V: Conversation Substitution Drills; "did" with past; listening to dialogue; <i>America for Me</i> (model tape)
SESSION 3 Provide sample dialogue discussing the weather. Provide pronunciation drills with /k/ /g/ and final "s". Reinforce the use of "did" with the past tense.	Familiarize common expressions about weather and weather vocabulary. Script B-14 has suggested patterns.	Listening to dialogue; follow-up comprehension questions; conversation about the weather requiring substitution exercises; pronunciation drills with the /k/ /g/ final "s"; review of the past with "did"; question-answer exchanges with "did." Independent recording.	Tape B-14-V: Listening to Dialogue; Conversation about Weather; Pronunciation: /k/ /g/ final "s"; "did" with past <i>Gettysburg Address</i> (model tape)

Week's Lessons Follow

M. Tape B-12-V

REVIEW LESSON
PRONUNCIATION: "TH" - FINAL "S" - FINAL "ED"
ASKING ABOUT RELATIVES
LISTENING FOR COMPREHENSION

M. Listen and repeat:

- | | |
|---------------------------|---|
| F. take this | Take this to mother. |
| F. thanks | Thanks for everything. |
| F. mother's brother | Bill is my mother's brother. |
| F. this one | Their car is better than this one. |
| M. the north | It is the north, not the south building. |
| M. this thing | Let's think this thing through. |
| M. don't bother | Please don't bother. |

F. Answer these questions with "yes," followed by a complete sentence.

For example, listen:

- M. Have you finished your mathematics?
F. Yes, I've finished my mathematics.
M. Is the bridge north of town?
F. Yes, the bridge is north of town.
M. Is the lesson on page thirty three?
F. Yes, the lesson is on page thirty three.

M. Now, you answer:

- F. Have you finished your mathematics?
- F. Is the bridge north of town?
- F. Is the lesson on page thirty three?
- M. Can he throw the ball to third base?
- M. Is your brother's truck larger than this one?
- M. Do you think this is better than that?

F. Listen and repeat:

- M. Do you think we can have our picnic Thursday?
- F. I think Thursday will be fine.
- M. Shall I take anything for lunch?
- F. No, thank you, Arthur will take everything.
- M. I thought Arthur was in the South.
- F. He came back from the South on the third.

- M. Are Ruth and Beth going?
- F. Yes, it's Ruth's birthday.
- M. We'll take a birthday cake for Ruth.
- F. Listen and repeat:
- | | |
|----------------------|---|
| M. that | The boys went down that road. |
| M. grandmother | They went to see their grandmother. |
| M. father | They will meet their father there. |
| M. together | They'll drive home together. |
| F. brother | Ted, the younger brother stayed with his mother. |
| F. leather | Their father has a pair of leather boots. |
| F. leather | He wears his leather boots in wet weather. |
| F. weather | He wears his leather boots in wet weather. |
- M. Listen:
- | | |
|------------------|--------------------------------|
| M. single | F. My cousin is single. |
| M. married | F. My cousin is married. |
| M. a bachelor | F. My cousin is a bachelor. |
| M. an only child | F. My cousin is an only child. |
- M. Now you follow the example:
- F. My cousin is single.
- M. married
- M. a bachelor
- M. an only child
- M. the youngest boy
- M. the oldest girl
- F. Is your aunt married?
- M. uncle
- M. niece
- M. nephew
- M. cousin
- M. brother
- M. How long have they been married?
- F. how many years
- F. about how long
- F. exactly how many years

F. I'm single and my cousin is still single.

M. uncle

M. aunt

M. niece

M. nephew

M. brother

M. Their grandchildren are grown-up, aren't they?

F. married

F. engaged

F. single

F. away from home

F. They've been married for quite a few years.

M. for many years

M. for quite a long time

M. for years and years

M. ever since I can remember

M. Final 's' with the third person. Listen:

F. Does Bill understand?

M. Yes, he understands.

F. Does the clock work?

M. Yes, it works.

F. Does Ruth shop?

M. Yes, she shops.

F. Now you answer "yes" and follow the example:

F. Does Bill understand?

F. Does the clock work?

F. Does Ruth shop?

F. Does the bus stop?

M. Does your dad smoke?

M. Does Sam study?

M. Does Betty swim?

M. Does your brother write?

F. Does Alice help?

F. Does Ted dance?

F. Does Mike go?

F. Does the color change?

F. Does the dog watch?

M. Final 'ed'; as in wished, watched.

M. Listen and repeat:

- | | |
|---------------------|---|
| F. wished | M. They wished they were here yesterday. |
| F. watched | M. We watched the game yesterday. |
| F. stopped | M. The bus stopped yesterday. |
| F. helped | M. I helped him and he thanked me. |
| M. decided | F. He decided to learn English. |
| M. telephoned | F. I telephoned you, but he answered. |
| M. liked | F. He liked her and asked her name. |
| M. invited | F. I invited her, but she visited you. |

M. Now, make sentences of your own. Think fast; this exercise is rapid. Begin with "Beth," end with "yesterday":

- | | |
|------------|-------|
| F. helped | ..... |
| F. watched | ..... |
| F. missed | ..... |
| F. packed | ..... |
| F. stopped | ..... |
| F. liked | ..... |

M. Now, begin with "Arthur"; end with "last week":

- | | |
|------------|-------|
| F. stayed | ..... |
| F. lived | ..... |
| F. learned | ..... |
| M. used | ..... |
| M. changed | ..... |
| M. called | ..... |

F. Now, begin with "mother"; end with "a few years ago":

- | | |
|------------|-------|
| M. wanted | ..... |
| M. invited | ..... |
| M. needed | ..... |
| F. mended | ..... |
| F. decided | ..... |
| F. painted | ..... |

- F. Listen carefully to this story. You'll be asked about it after you hear it:
- M. A Navajo was once traveling in Massachusetts. He could speak English fairly well, but his vocabulary was not large. Once, for example, he was eating in a small country hotel and he wanted to order some eggs for breakfast. But he couldn't remember the word for eggs.

"What is the name of that bird?" he asked the waitress when, suddenly, through the window, he saw a rooster walking in the yard.

"It is called a rooster," the waitress said.

"What is the rooster's wife called in English?" the Navajo then asked.

"She is called a hen," the waitress answered.

"And what are the hen's children called?" the Navajo next asked.

"They are called chickens," the waitress told him.

"What are the chickens called before they are born?" the Navajo asked.

"They are called eggs," the waitress said.

"Fine!" said the Navajo. "Please bring me two with some coffee and some toast."

- F. Now, answer these questions:

- F. Where was the Navajo traveling?
- F. How well could he speak English?
- F. Was his vocabulary large or small?
- F. Where was he eating?
- F. What did he want to order?
- M. What word couldn't he remember?
- M. What did he suddenly see through the window?
- M. What was the rooster doing?
- M. How did the Navajo find out the word he wanted?
- M. What did he ask the waitress to bring?

- F. Listen:

- | | |
|------------------|--------------------------------|
| F. single | M. My cousin is single. |
| F. married | M. My cousin is married. |
| F. a bachelor | M. My cousin is a bachelor. |
| F. an only child | M. My cousin is an only child. |

- F. Now, you follow the example:

- M. My cousin is single.
- F. married
- F. a bachelor
- F. an only child

- F. the youngest boy
- F. the oldest girl
- M. Is your aunt married?
- F. uncle
- F. niece
- F. nephew
- F. cousin
- F. friend
- F. How long have they been married?
- M. how many years
- M. about how long
- M. exactly how many years
- M. I'm single and my cousin is still single.
- F. uncle
- F. aunt
- F. niece
- F. nephew
- F. Their grandchildren are grown up, aren't they?
- M. married
- M. engaged
- M. single
- M. away from home
- M. They've been married for quite a few years.
- F. for many years
- F. for quite a long time
- F. for years and years
- F. ever since I can remember

M. Now, pluralize these nouns:

- | | | |
|---------------------|-----------------|---------------|
| F. stamp | F. match | F. egg |
| F. seat | F. garage | F. song |
| F. photograph | F. quiz | F. care |
| F. satellite | F. tax | F. name |

F. headache	F. change	F. egg
M. snake	M. kiss	M. tie
M. tape	M. language	M. ear
M. book	M. college	M. eye
M. check	M. match	M. wife
M. test	M. horse	M. knife
M. desk	M. language	M. stair
		M. pencil

F. This ends the lesson.

F. Tape B-13-V

CONVERSATION, SUBSTITUTION DRILLS "DID" WITH PAST TENSE OF VERBS

F. Listen:

F. did you	M. Where did you grow up?
F. did she	M. Where did she grow up?
F. did he	M. Where did he grow up?

F. Now, you follow the example:

M. Where did you grow up?	
F. did she	.....
F. did he	.....
F. did Peter and John	.....
F. did they	.....
F. I grew up in this neighborhood. Where did you grow up?	
M. in this town	.....
M. on the reservation	.....
M. in this city	.....
M. on a farm	.....
M. in a little community	.....
M. My friend spent his childhood in Arizona.	
F. his early years	.....
F. his young life	.....
F. his childhood years	.....

M. He lived in New Mexico until he was seventeen.

F. in Utah

F. in California

F. in Arizona

F. in Gallup

F. There have been lots of changes here in the last 10 years.

M. improvements

M. developments

M. construction

M. progress

F. There will be a supermarket in this shopping center.

M. drug store

M. a department store

M. a movie theater

M. a post office

M. All of these buildings have been built in the last ten years.

F. some

F. a few

F. many

F. almost all

F. They're building a new store in that area.

M. a new apartment

M. a new office building

M. a new house

M. a new school

M. We all know each other pretty well. We're neighbors.

F. see each other often

F. talk to each other everyday

F. help each other all the time

F. visit frequently

M. Use of "did" with the past tense. Review.

Listen:

- | | |
|---------------|----------------------|
| F. understood | M. didn't understand |
| F. listened | M. didn't listen |
| F. wore | M. didn't wear |
| F. wanted | M. didn't want |
| F. did | M. didn't go |
| F. ate | M. didn't eat |
| F. cleaned | M. didn't clean |
| F. went | M. didn't go |
| F. telephoned | M. didn't telephone |
| F. brought | M. didn't bring |
| M. got up | F. didn't get up |
| M. forgot | F. didn't forget |
| M. took | F. didn't take |
| M. gave | F. didn't give |
| M. wrote | F. didn't write |

M. Listen:

- | | |
|------------------------|------------------------------|
| F. I saw a good movie. | M. Did you see a good movie? |
|------------------------|------------------------------|

M. Now, follow the example. Change the following to questions. Begin with "did."

- | | |
|---------------------------------------|--------------------------------|
| F. I saw a good movie. | M. Did you see? |
| F. My friend came yesterday. | M. Did your friend come? |
| F. Mr. White ate dinner with me. | M. Did Mr. White eat? |
| F. Tom understood the question. | M. Did Tom understand? |
| F. The teacher gave a test yesterday. | M. Did the teacher give? |
| M. I passed the test. | F. Did you pass? |
| M. I got up early this morning. | F. Did you get up? |
| M. Mary bought a new dress. | F. Did Mary buy? |
| M. Ruth made her bed this morning. | F. Did Ruth make? |
| M. I thought it was a good program. | F. Did you think? |
| F. Bill forgot his book. | M. Did Bill forget? |
| F. Beth drove us to town. | M. Did Beth drive? |
| F. Ted brought a few records. | M. Did Ted bring? |

F. Now, make the following statements negative:

F. Listen:

- | | |
|-------------------------------|-------------------------------------|
| M. We understood the lesson. | F. We didn't understand the lesson. |
| M. She listened to the radio. | F. She didn't listen to the radio. |
| M. He wore his new suit. | F. He didn't wear his new suit. |

M. Now, you follow the example, using "didn't."

- | | |
|---|----------------------------|
| F. We understood the lesson. | M. didn't understand |
| F. He wore his new suit. | M. didn't wear |
| F. She wanted to go. | M. didn't want |
| F. He did his homework. | M. didn't do |
| F. They ate breakfast. | M. didn't eat |
| M. She cleaned her room. | F. didn't clean |
| M. They were shopping. | F. didn't go |
| M. He telephoned his brother. | F. didn't telephone |
| M. She bought a new dress. | F. didn't buy |
| M. They got up at 6. | F. didn't get up |
| F. We took a trip. | M. didn't take |
| F. Mary gave me a book. | M. didn't give |
| F. Bill and his brothers wrote letters. | M. didn't write |

F. Listen:

- F. are you
M. What time are you going to get up tomorrow morning?
F. are we
M. What time are we going to get up tomorrow morning?
F. are they
M. What time are they going to get up tomorrow morning?

F. Now, you follow the example:

- M. What time are you going to get up tomorrow morning?
F. are we
F. are they
F. is she
F. is he
F. I'll probably wake up early tomorrow morning.
M. We'll probably
M. You'll probably
M. They'll probably
M. She'll probably
M. He'll probably

M. What will you do then?

F. at that time

F. after that

F. next

F. After I get dressed, I'll have breakfast.

M. go to class

M. go to work

M. leave the house

M. read the newspaper

M. I'll leave the dorm at 8:00.

F. I'm going to leave.

F. Everyday I leave

F. Yesterday I left

F. I used to leave

F. He'll be back by 6:00.

M. He's going to get back

M. Everyday he gets back

M. He used to get back.

M. I'm usually finished working by 5:30.

F. eating dinner

F. writing letters

F. reading the newspaper

F. hearing the news

F. Will Ruth be able to have breakfast with us?

M. go out for lunch

M. eat dinner

M. watch T.V.

M. speak Navajo

M. speak English

M. Would you like to go to the movies with me?

F. go to the dance

F. walk downtown

- F. have lunch
- F. see the show
- F. have dinner

M. Listen carefully. You'll be asked questions about this dialogue.

A VISIT TO THE DENTIST

- F. I'm very sorry, Doctor. I'm afraid I'm a little late for my appointment.
- M. It's all right. The last patient left just a moment ago.
- F. I got tied up in traffic.
- M. Did you drive?
- F. Yes.
- M. Were you able to find a place to park?
- F. There's a parking lot at the corner, but at 75¢ an hour. I do hope you won't keep me here too long, Doctor.
- M. What seems to be the trouble? Sit down, won't you?
- F. I have a filling that's loose and is about to drop out. My mouth is sore on this side.
- M. Let me take a look. Open your mouth wide, please. On which side of your mouth did you say it hurts?
- F. Ouch! Ouch!
- M. But Mrs. Begay, I haven't even touched you yet.
- F. I know, Doctor, but I'm so afraid of a dentist that I feel pain even before you touch me!
- M. I am sorry you feel this way, but let's see what the trouble is.
- F. It's on the left side — just above my eye tooth. The pain seems to skip around. Sometimes it's in one place; sometimes it's in another.
- M. Does the tooth ever ache or become sore? Is it sensitive to heat or cold?
- F. No, only the gum above the tooth seems to get sore.
- M. The teeth in that area seem to be sound. But maybe we should take an x-ray. Would you mind moving over here to the x-ray machine?
- F. Oh dear, I do hope you won't have to pull the tooth!
- M. I don't think so. It's not that serious. But it may take considerable drilling. The decay has gone deeply into the tooth. I'd also suggest from the size of the cavity a gold filling. I doubt whether a silver filling will last for very long.
- F. What's the difference between a silver filling and a gold filling?
- M. About twenty dollars in price. The gold filling lasts longer.
- F. I suppose it's all right. But I don't know what my husband will say about the cost. Teeth are such a problem, aren't they? I hate coming to see you. Of course, I mean nothing personal, Doctor.
- M. I understand. Now open your mouth wide please. Wider please! A little wider. Wider please! By the way, Mrs. Begay, how is your husband feeling these days?
- F. Ugh! Ugh! Ugh!

M. Now, answer the following questions:

M. Where does the conversation you heard take place?

M. Between what two people?

M. Why is Mrs. Begay late for her appointment?

M. Where did she park her car?

M. How much does she have to pay for parking?

M. Why did Mrs. Begay suddenly begin to yell "ouch"?

F. Why did the dentist suggest an x-ray?

F. Have you ever had an x-ray taken?

F. Is it painful or painless to have an x-ray taken?

F. Do you mind having a tooth pulled?

M. This ends the lesson.

F. Tape B-1'-V

LISTENING TO DIALOGUE — CONVERSATION ABOUT THE WEATHER
PRONUNCIATION DRILLS /K/, /G/, FINAL "S"
REVIEW PAST TENSE WITH "DID"
QUESTION-ANSWER PATTERNS WITH "DID"

F. Listen closely to the following dialogue. You'll be asked questions about it.

M. GETTING A ROOM AT THE HOTEL

F. May I help you?

M. Yes, please. I'd like a room for tonight.

F. Have you a reservation?

M. No, I haven't.

F. Do you wish a single room or a double room?

M. A single room with bath, if possible.

F. We have a single room with bath on the second floor at four dollars a day.

M. Do you have anything on a higher floor? I'm afraid it may be noisy so near the street.

F. We have one at five dollars on the eighth floor.

M. It's an outside room, I suppose?

F. It's a corner room with windows that face two streets.

M. At what time may I move into the room?

F. The room is available now, sir. Will you sign the register first, please? How long do you plan to remain in Phoenix?

M. I'll be here for two days, at least.

- F. Is this your first trip to Phoenix?
 M. Yes, it is. By the way, does the hotel have a dining room?
 F. Yes, we have a very fine restaurant.
 M. At what time do you serve meals?
 F. We serve breakfast from 8:00 to 11:00. Lunch is from 12:00 to 3:00 and dinner, from 5:00 to 8:00.
 M. Fine, let me have that 5 dollar room on the eighth floor, please.

M. Now you answer:

- F. Where does the dialogue you just heard take place?
 F. Between what two persons?
 F. Does the man want a single or double room?
 F. Does he want a room with or without a bath?
 M. Which is usually more expensive, a room with or without bath?
 M. Which is more expensive, a single or double room?
 F. Why does he prefer a room on a higher floor?
 M. What's the difference between an inside and outside room?
 M. At what hours do they serve breakfast?
 M. At what hours is dinner served?
 F. Which room did he take?

M. Talking About the Weather.

M. Listen:

- | | |
|-------------------|---|
| M. in Salt Lake | F. How is the weather today in Salt Lake? |
| M. in Los Angeles | F. How is the weather today in Los Angeles? |
| M. in Gallup | F. How is the weather today in Gallup? |

M. Now, you follow the example:

- F. How is the weather today in Salt Lake?
 M. in Los Angeles
 M. in Gallup
 M. in New York
 M. The weather is nice today.
 F. fine
 F. beautiful
 F. perfect

- F. What was the weather like yesterday? Was it nice?
- M. sunny
- M. stormy
- M. cloudy
- M. cold
- M. Yesterday, it rained all day.
- F. snowed
- F. it was chilly
- F. it was so hot
- F. The weather was nice last week.
- M. terrible
- M. awful
- M. miserable
- M. What will it be like tomorrow?
- F. the day after tomorrow
- F. next Sunday
- F. the day of the picnic
- F. It's going to snow tomorrow.
- M. rain
- M. sleet
- M. hail
- M. drizzle
- M. It's cold today. What will it be like tomorrow?
- F. hot
- F. sunny
- F. cloudy
- F. windy
- F. foggy
- F. It's been cloudy all morning.
- M. foggy
- M. chilly
- M. warm

M. It'll probably clear up this afternoon.

F. rain

F. snow

F. get colder

F. warm up

F. The days are getting hotter.

M. colder

M. warmer

M. cooler

M. longer

M. shorter

M. Today is the first day of spring.

F. summer

F. fall

F. winter

F. There's a cool breeze this evening, isn't there?

M. a strong wind

M. a gusty wind

M. a chilly breeze

M. It's cold today. What's the temperature?

F. hot

F. cool

F. warm

F. freezing

F. The temperature must be about 70 degrees.

M. 30 degrees

M. close to freezing

M. about 10 above zero

M. close to 100 degrees

F. Pronunciation drills. Listen and repeat:

M. keep	F. cook	F. come
M. call	F. like	F. cat
M. come	F. talk	M. back
M. cat	F. keep	M. cook
F. back	F. call	M. like
		M. talk

F. Listen and repeat:

M. good	F. egg	F. got
M. go	F. dog	F. give
M. got	F. leg	M. big
M. give	F. good	M. egg
F. big	F. go	M. dog
		M. leg

F. Now listen closely to the K and G sounds and repeat:

M. came - game	F. pick - pig
M. could - good	F. duck - dug
M. come - gum	F. back - bag
M. Kay - gay	F. sack - sag

M. Listen closely to final endings and repeat:

F. The kitten likes to drink milk.

F. Can you make cookies as good as the cook can?

M. Come, take a look at the new kitchen clock.

M. Jack has a black truck.

F. Final "s." Listen and repeat:

M. books	F. doors	M. classes
M. students	F. windows	M. offices
M. desks	F. names	M. pages

F. Three notebooks are in two desks.

F. Five teachers are in four classrooms.

F. The nurses are in these offices.

F. All desks have chairs.

M. Are those students engineers?

- M. Are all classes in their classrooms?
- M. All sentences have words.
- M. The nurses are my friends.
- F. Review of the past tense with "did."
- F. Listen:
- | | |
|-----------------------------------|--------------------------------------|
| M. He left the office early. | F. Did he leave the office early? |
| M. He went to Chicago by plane. | F. Did he go to Chicago by plane? |
| M. The company paid for his trip. | F. Did the company pay for his trip? |
- M. Now, you ask the question. Begin with "did."
- | | |
|--|----------------------------------|
| F. He left the office early. | M. Did he leave? |
| F. He went to Chicago by plane. | M. Did he go? |
| F. The company paid for his trip. | M. Did the company pay? |
| F. It rained hard last night. | M. Did it rain? |
| M. They talked for a long time. | F. Did they talk? |
| M. He arrived late for the lesson. | F. Did he arrive? |
| M. They spoke to him in Spanish. | F. Did they speak? |
| M. Everyone had a good time at the party. | F. Did everyone have? |
| F. They wrote a letter about it. | M. Did they write? |
| F. The telephone rang several times. | M. Did the telephone ring? |
| F. Helen finally answered it. | M. Did Helen answer? |
| F. The teacher became angry. | M. Did the teacher become? |
| M. She sent John from the room. | F. Did she send? |
| M. Everyone began to laugh. | F. Did everyone begin? |
| M. The ball broke the window. | F. Did the ball break? |
| M. The child fell from the tree. | F. Did the child fall? |
| F. The mailman put the mail on Mr. Smith's desk. | M. did he put? |
| F. Ruth passed all her examinations. | M. Did Ruth pass? |
| F. She took the children to the rodeo. | M. Did she take? |
- F. Listen:
- | | |
|------------------------------------|------------------|
| M. He left for Chicago last night. | M. (when) |
| F. When did he leave for Chicago? | |
| M. She saw him on Main Street. | M. (where) |
| F. Where did she see him? | |

M. He put the book on the desk.
 F. Where did he put the book?
 M. They lived in Texas for ten years.
 F. How long did they live in Texas?

M. (where)
 M. (how long)

M. Now, you ask the question:

F. He left for Chicago last night.
 F. She saw him on Main Street.
 F. He put the book on the desk.
 F. They lived in Texas for ten years.
 M. The plane arrived at ten.
 M. They went to California by bus.
 M. Bill left because he was angry.
 M. They ate lunch in the cafeteria.
 F. He met her on the corner.
 F. He brought his cousin with him.
 F. He paid three dollars for the book.
 F. Ruth lived there for five years.
 M. They drove to Arizona in John's car.
 M. She took the kids to the rodeo.
 M. They stayed for a long time.
 F. She bought that dress down town.
 F. It cost 8 dollars.
 F. The meeting began at ten.

M. (when)
 M. (where)
 M. (where)
 M. (how long)
 F. (what time)
 F. (how)
 F. (why)
 F. (where)
 M. (where)
 M. (whom)
 M. (how much)
 M. (how long)
 F. (in whose car)
 F. (where)
 F. (how long)
 M. (where)
 M. (how much)
 M. (what time)

F. Listen and repeat:

M. Up from the meadows rich with corn.
 M. The breaking waves dashed high.
 F. Behind him lay the gray Azores
 F. We hold these truths to be self-evident.
 M. My fellow citizens of the world.
 M. Listen my children and you shall hear.
 F. Whose woods these are I think I know.
 F. Thanks, thanks to thee, my worthy friend.
 M. Against the earth's sweet flowing breast.
 M. Our fortunes must be wrought.

F. And ever the stars above look down.
 F. That the road passes on through the long afternoon.
 M. And stretches away to the night.
 M. For I have promises to keep.
 F. And miles to go before I sleep.
 F. And miles to go before I sleep.

M. This ends the lesson.

AMERICA FOR ME

Henry Van Dyke

'Tis fine to see the Old World, and travel up and down
 Among the famous palaces and cities of renown,
 To admire the crumbly castles and the statues of the kings —
 But now I think I've had enough of antiquated things.

So it's home again, and home again, America for me!
 My heart is turning home again, and there I long to be.
 In the land of youth and freedom beyond the ocean bars,
 Where the air is full of sunlight and the flag is full of stars.

Oh, London is a man's town, there's power in the air;
 And Paris is a woman's town, with flowers in her hair;
 And it's sweet to dream in Venice, and it's great to study Rome;
 But when it comes to living there is no place like home.

I like the German fir-woods, in green battalions drilled;
 I like the gardens of Versailles* with dashing fountains filled;
 But, oh, to take your hand, my dear, and ramble for a day
 In the friendly western woodland where Nature has her way!

I know that Europe's wonderful, yet something seems to lack:
 The Past is too much with her, and the people looking back.
 But the glory of the Present is to make the Future free, —
 We love our land for what she is and what she is to be.

Oh, it's home again, and home again, America for me!
 I want a ship that's westward bound to plough the rolling sea,
 To the blessed Land of Room Enough beyond the ocean bars,
 Where the air is full of sunlight and the flag is full of stars.

*Pronounce: Vair-sie

TWENTY EIGHTH WEEK ENRICHMENT

MISCELLANEOUS VOCABULARY — RELATIONS
AMERICAN FAMILY RELATIONSHIPS

YOU are a MEMBER of a FAMILY.

Your MALE PARENT is your FATHER.

Your FEMALE PARENT is your MOTHER.

Your MALE SIBLINGS are your BROTHERS.

Your FEMALE SIBLINGS are your SISTERS.

Your PARENTS, BROTHERS AND SISTERS are your IMMEDIATE FAMILY.

Your FATHER'S FATHER is your PATERNAL GRANDFATHER.

Your MOTHER'S FATHER is your MATERNAL GRANDFATHER.

Your FATHER'S MOTHER is your PATERNAL GRANDMOTHER.

Your MOTHER'S MOTHER is your MATERNAL GRANDMOTHER.

Your FATHER'S SISTERS are your AUNTS.

Your FATHER'S BROTHERS are your UNCLES.

Your MOTHER'S SISTERS are your AUNTS.

Your MOTHER'S BROTHERS are your UNCLES.

Your UNCLES' CHILDREN (on either side) are your COUSINS.

Your AUNT'S CHILDREN (on either side) are your COUSINS.

Your SISTERS' MALE CHILDREN are your NEPHEWS.

Your SISTERS' FEMALE CHILDREN are your NIECES.

Your BROTHERS' MALE CHILDREN are your NEPHEWS.

Your BROTHERS' FEMALE CHILDREN are your NIECES.

WORDS TO KNOW:

1. relations

2. male

3. female

4. parent

5. siblings

6. paternal

7. maternal

8. family

9. member

LANGUAGE LESSON PLANS

FOR LAB I

TWENTY-NINTH WEEK

PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1 Provide sample dialogue discussing weather. Provide pronunciation drills with /k/ /g/ and final "s". Reinforce the use of "did" with past tense. Provide sample dialogue exchange in <i>Getting A Room At The Hotel</i>.	Familiarize common expressions about the weather and weather vocabulary. Script B-14 has suggested patterns.	Listening to dialogue; follow-up comprehension questions; conversing about the weather requiring substit. exercises, pronunc. drills with the /k/ /g/ and final "s"; review of the past with "did" ques.-ans. exchanges with "did." Independent recording.	Tape B-14-V Listening to Dialogue Conv. about Weather. Pronunciation /k/ /g/ and "s"; "did" with past. <i>Little Boy Blue</i> (model tape)
SESSION 2 Provide speaking practice discussing health and sickness. Review of "did" with the past tense. Pronunciation drills with the "th" sound.	Teach common vocabulary and expressions describing and report health conditions. Consider having students write a short personal sick report using every word from your vocabulary list. Script B-15 has sample vocabulary and conversation.	Substitution dialogue discussing sickness and health; pattern drills involving "did" with past; exercises requiring negative (didn't); practice with (ð) in minimal pairs and sentences; small talk analogy patterns; repetition of excerpts from endings. Review <i>Sea Fever</i> for individual practice.	Tape B-15-V Talking About Sickness and Health; "did" with past; the "th" <i>Sea Fever</i>
SESSION 3 Review speaking practice in the use of the telephone, ordering in a restaurant, making an appointment. Pronunc. review with: final "ed" (/t/ /d/ /ɪd/) final "s" (/s/ /z/ /ɪz/)	Teach common vocabulary and expressions in the use of the telephone, ordering meals, making appointments. Consider assigning a written paragraph to include dialogue in one of the situations above. Script B-16 has sample vocabulary and conversation.	Substit. drills involving common telephone conversation pronunc. drills with "ed"; dialogue patterns making appointments; pronunc. with final "s"; pluraliz. of nouns; conversational patterns ordering a meal and restaurant chatter. Record <i>The Creation</i>.	Tape B-16-V Using the Telep. Making Appointment; Eating in a Restr. Final "ed"; Final "s"; Tape D-7-V: Telephone Courtesy <i>Sea Fever</i> <i>The Creation</i>

Week's Lessons Follow

M. Tape B-15-V

TALKING ABOUT SICKNESS AND HEALTH
REVIEW OF "DID" WITH THE PAST TENSE
THE "TH"; CONVERSATION PRACTICE; PRONUNCIATION EXERCISE

M. Listen:

M. you

F. How are you feeling today?

M. they

F. How are they feeling today?

M. is John

F. How is John feeling today?

M. Now, you follow the example:

F. How are you feeling today?

M. they

M. is John

M. is Ruth

M. I don't feel very well this morning.

F. they

F. We don't

F. He doesn't

F. She doesn't

F. I was sick yesterday, but I'm better today.

M. ill

M. in bed

M. feeling awful

M. My fever is gone, but I still have a cough.

F. a sore throat

F. a bad cold

F. pains in my chest

F. My brother has a bad headache.

M. toothache

M. back ache

M. stomach-ache

M. Which of your arms is sore?

F. hands

F. legs

F. feet

F. My right arm hurts. It hurts right here.

M. leg

M. hand

M. foot

M. ear

M. eye

M. What's the matter with you?

F. him

F. her

F. them

F. I've got a pain in my back.

M. slight pain

M. dull ache

M. terrible pain

M. How did you break your leg?

F. arm

F. wrist

F. ankle

F. I slipped on the stairs and broke my leg.

M. arm

M. ankle

M. wrist

M. finger

M. Your right hand is swollen. Does it hurt?

F. thumb

F. finger

F. wrist

F. toe

F. eye

F. I've got a pain in my back.

M. neck

M. stomach

M. knee

M. head

M. It's bleeding. You'd better see a doctor.

F. should see

F. ought to see

F. better see

F. I don't feel very well; my arm hurts.

M. aches

M. is bothering me

M. is sore

M. My sister is very well.

F. very sick

F. not well

F. quite healthy

F. I'm not feeling well. My head aches.

M. back

M. left shoulder

M. arm

M. leg

M. tooth

F. Listen:

M. I didn't get up early today.

F. I didn't get up early today, but I got up early yesterday.

M. I didn't go to school today.

F. I didn't go to school today, but I went to school yesterday.

M. I didn't drive today.

F. I didn't drive today, but I drove yesterday.

M. Now you finish the sentences:

M. I didn't get up early today.

F. got up

M. I didn't go to school today.

F. went

F. drove

F. wrote

F. ate

M. met

```
M. saw *****
```

M. spoke

M. drank

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

[illegible]

M. Now, I'll give the answers, you ask the question. For example:

F. Did you begin the lesson?

F. Did Bill come here?

M. Now, you ask the questions. Begin with "did."

F. (begin)

F. (come)

F. (buy)

F. (do)

M. (drive)

M. (eat)

M. (feel)

M. (find out)

F. (tell)

F. (lose)

F. (meet)

F. (speak)

M. (spend) _____

F. Yes, I wore my new coat.

M. (wear)

F. Yes, I wrote home.

M. (write)

F. Listen and repeat:

M. thin - sin

M. tense - tenth

M. thick - sick

M. mouth - mouse

M. mouse - mouth

M. myth - miss

M. miss - myth

M. path - pass

M. pass - path

M. tenth - tense

M. Z - thee

M. thee - Z

F. whiz - with

F. with - whiz

F. breeze - breathe

F. breathe - breeze

F. bays - bathe

F. bathe - bays

F. Listen and repeat:

M. the

F. mother

M. leather

M. there

F. brother

M. bother

M. this

F. neither

M. with

M. that

F. further

M. bathe

M. these

F. whether

M. smooth

M. those

F. father

M. breathe

F. they - day

M. that - sat

F. their - dare

M. these - seize

F. though - dough

M. those - sews

F. than - Dan

M. they've - save

F. Listen and repeat:

M. I didn't know whether he was your father or brother.

M. It was difficult for them to breathe in such cold weather.

F. My brother would rather sleep than eat.

F. You can choose either one or the other.

M. Listen:

F. right

M. What do you think? Is that right?

F. wrong

M. What do you think? Is that wrong?

F. correct

M. What do you think? Is that correct?

F. Now, follow the example:

M. What do you think? Is that right?

F. wrong

F. correct

F. incorrect

F. Certainly. You're absolutely right about that.

M. Of course,

M. Naturally,

M. Surely,

M. I think you're mistaken about that.

F. She thinks

F. He thinks

F. We think

M. You're mistaken about that.

F. You're not

F. You aren't

F. He's

F. He's not

F. He isn't

F. Aren't you mistaken about that?

M. Isn't she

M. Isn't John

M. Isn't he

M. I like hot weather best.

F. winter weather

F. summer time

F. sunshine

F. Personally, I prefer winter weather.

M. I love

M. I like

M. I enjoy

- M. Do you think it's going to rain tomorrow?
- F. Do you suppose
- F. Do you feel
- F. Do you believe
- F. I don't know whether it will rain or not.
- M. John will leave
- M. I will see him
- M. I'll enjoy the movie
- M. In my opinion, that's an excellent idea.
- F. a wonderful idea
- F. a marvelous idea
- F. a good idea
- F. Why is Mr. Cooper so tired. Do you have any idea?
- M. so happy
- M. so sad
- M. so excited
- M. so angry
- M. so healthy
- M. I don't know. Maybe it's because he worked hard all day.
- F. finished working early
- F. finished working late
- F. got a letter from his friend
- F. didn't have lunch
- F. What do you think of my brother?
- M. my new coat
- M. my room
- M. my plans
- M. Please give me your frank opinion.
- F. honest opinion
- F. true opinion
- F. I'd like to know what his opinion is.
- M. his judgment
- M. his conclusion

- M. his suggestion
- M. his recommendation
- F. Listen and repeat:
 - M. A person's own language plays a very strong part in his young life.
 - M. I know not what course others may take.
 - M. It is for us, the living, rather
 - M. My fellow citizens of the world
 - F. The breaking waves dashed high.
 - F. Blowing over the meadows brown
 - F. The British Regulars fired and fled.
 - F. Our fortunes must be wrought.
 - F. I have promises to keep.
 - F. And miles to go before I sleep.
 - F. And miles to go before I sleep.
- M. This ends the lesson.

M. Tape B-16-V

REVIEW CONVERSATIONS:
 USING THE TELEPHONE; MAKING APPOINTMENTS;
 EATING IN A RESTAURANT
 REVIEW OF FINAL "ED" ENDINGS; FINAL "S" SOUNDS

This lesson will be very rapid. Try to keep up.

- F. Using the telephone.
- F. Listen:
 - M. You're wanted on the telephone.
 - F. Somebody is asking for you.
 - M. Somebody is asking for you on the telephone.
- F. Now, you follow the example:
 - M. You're wanted on the telephone.
 - F. Somebody wants you.
 - F. Someone is asking for you.
 - M. What number should I dial to get the operator?
 - F. information

- F. long distance
- F. the police department
- F. the fire deparément
- F. the public library
- F. I want to make a long distance call.
- M. local
- M. collect
- M. person to person
- M. station to station
- M. Pick up the receiver and deposit a coin in the slot.
- F. insert a coin
- F. drop a coin
- F. I tried to call Mr. Cooper, but the line was busy.
- M. nobody answered
- M. his telephone had been disconnected
- M. You must have dialed the wrong number.
- F. an incorrect number
- F. some other number
- F. somebody else's number
- F. I dialed the right number but nobody was home.
- M. nobody answered
- M. the person I wanted wasn't there
- M. The telephone is ringing. Would you answer it please?
- F. Will you get it
- F. Will you see who's calling
- M. Would you like to leave a message?
- F. your name
- F. your telephone number
- F. your name and number
- F. Who is this? I don't recognize your voice.
- M. Who's calling

- M. Who is this speaking
- M. Who's speaking
- M. Would you please tell Mr. Cooper I called?
- F. that I called
- F. that I'll call him later
- F. that I'll call him back tomorrow
- F. that I'll call again tomorrow
- M. Is this 723-5165?
- F. 723-1619
- F. 723-6050
- F. 316-9500
- F. I have to hang up now.
- M. end our conversation
- M. interrupt our conversation
- M. get off the phone
- M. Please speak louder. I can't hear you.
- F. Speak more distinctly, please.
- F. Would you speak louder, please?
- F. Would you mind speaking louder, please?
- F. Would you mind calling back sometime?
- M. tomorrow
- M. later today
- M. this afternoon
- M. after dinner
- F. Final "ed." Listen and repeat:
- | | | |
|------------------|------------------|-------------------|
| M. wished | M. raised | M. wanted |
| M. watched | M. lived | M. waited |
| M. stopped | M. robbed | M. seated |
| M. liked | M. seemed | M. decided |
| F. laughed | F. learned | F. repeated |
| F. passed | F. showed | F. painted |
| F. helped | F. drowned | F. attended |

M. Now, listen closely for endings and repeat:

F. wished	M. lived	M. repeated
F. stayed	M. wanted	M. helped
F. watched	F. burned	M. showed
F. drowned	F. learned	M. called
M. needed	F. liked	
M. laughed	F. used	

F. Listen and repeat:

M. I helped him and he thanked me.

M. He decided he needed to learn English.

M. I telephoned you, but he answered.

M. He liked her and asked her name.

F. I invited her, but she visited you.

F. She loved dramatics and studied hard.

F. He attended the meeting and kept notes.

M. Making appointments. Listen:

F. I'd like to make an appointment to see Mr. Peterson.

M. ask for F. I'd like to ask for an appointment to see Mr. Peterson.

M. request F. I'd like to request an appointment to see Mr. Peterson.

M. Now, you follow the example:

F. I'd like to make an appointment to see Mr. Peterson.

M. ask for

M. request

M. have an appointment

M. get an appointment

M. arrange an appointment

M. Would you like to arrange for a personal interview?

F. a private meeting

F. an individual conference

F. a private appointment

M. Your appointment will be next Thursday at 10:00.

F. driving lesson

- F. doctor's appointment
- F. dentist's visit
- F. interview
- F. I can come any day except Wednesday.
- M. besides Wednesday
- M. with the exception of
- M. but Wednesday
- M. He wants to change his appointment from Monday to Wednesday.
- F. to postpone
- F. to move
- M. She failed to call the office to cancel her appointment.
- F. forgot to
- F. hesitated to
- F. was afraid to
- F. had to
- F. I'm going to call the employment agency for a job..
- M. write to
- M. apply to
- M. list my name at
- M. be interviewed by
- M. Please fill in this application form.
- F. fill out
- F. complete
- F. put your signature on
- F. print your name on
- F. look over
- F. read through
- F. Are you looking for a permanent position?
- M. part time job
- M. secretarial job
- M. temporary position
- M. summer job

M. I have to phone a plumber to come this afternoon.

M. a carpenter

M. an electrician

M. a doctor

M. a mechanic

M. a nurse

F. I couldn't keep the appointment because I was sick.

F. I had to cancel

F. I had to change

F. I had to break

F. I wasn't able to keep

M. I'm a new employee. I was hired yesterday.

M. was employed

M. came to work

M. started to work

M. began working

F. Please call me if you can't keep the appointment.

M. telephone me

M. let me know

M. notify me

M. call me up

M. This appointment is important.

F. is necessary

F. is essential

F. means a lot

F. is very important

M. Now, pluralize the following nouns:

F. stamp

F. egg

F. match

F. seat

F. camera

F. garage

F. photograph

F. song

F. quiz

F. satellite

F. name

F. tax

F. headache

F. ear

F. change

F. snake

F. stair

F. kiss

M. tape	M. wife	M. language
M. book	M. knife	M. college
M. check	M. egg	M. language
M. test	M. pencil	M. horse
M. desk	M. pencil	M. necklace

F. Eating in a restaurant.

F. Follow the examples, as you have been doing:

M. What would you like to eat?

F. to drink

F. for dinner

F. to have for lunch

F. to order

F. for breakfast

F. I'd like a bowl of tomato soup, please.

M. vegetable soup

M. chicken soup

M. onion soup

M. chili

M. The waitress seems to be in a hurry to take our order.

F. to give us our check

F. to bring us our coffee

F. to clear our table

F. to have us leave

F. Which would you rather have, steak or chicken?

M. lamb chops or pork chops

M. cake or pie

M. ice cream or pudding

M. I want my steak well done.

F. very well done

F. rare

F. medium rare

F. medium well done

M. What kinds of vegetables do you have?

F. salad

F. fruit

F. cake

F. beverage

F. meat

F. I'll have mashed potatoes and green beans.

M. and spinach

M. and carrots

M. and corn

M. and peas

M. and cauliflower

M. and asparagus

M. Would you please pass the salt?

F. pepper

F. sugar

F. cream

F. bread

F. butter

F. mustard

F. They serve good food in this restaurant.

M. delicious food

M. excellent meals

M. generous portions

F. Are you ready for your dessert now?

F. coffee

F. dinner

F. main course

F. check

M. This knife is dirty. Would you bring me a clean one please?

M. this fork

M. this spoon

M. this plate

M. this glass

M. this napkin

M. this cup

M. May I have the check, please?

F. another cup of coffee

F. a glass of water

F. more rolls

F. more butter

F. I like to eat in a good restaurant.

M. enjoy eating

M. prefer eating

M. want to eat

F. This ends the lesson.

SEA FEVER

— John Masfield

I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by,
And the wheel's kick and the wind's song and the white sail's shaking,
And a gray mist on the sea's face, and a gray dawn breaking.

I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea gulls crying.

I must go down to the seas again, to the vagrant gypsy life,
To the gulls' way and the whale's way where the wind's like a
whetted knife;
And all I ask is a merry yarn from a laughing fellow-rover,
And quiet sleep and a sweet dream when the long trick's over,

LANGUAGE LESSON PLANS

FOR LAB I

THIRTIETH WEEK

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Review speaking practice in the use of the telephone: ordering in a restaurant making an appointment Pronunciation review with: final "ed" /t/ /d/ /id/ final "s" /s/ /z/ /iz/	Teach common vocabulary and expressions in the use of the telephone, ordering meals, making appointments. Consider assigning a written paragraph to include dialogue in one of the situations above. Script B-16-V has sample vocabulary and conversation.	Subst. drills involving common telephone conversation; pronunc. drills with "ed"; dialogue patterns involving the making of appointments; pronunc. drills with final "s" pluraliz. of nouns; convers. patterns ordering a meal and practice with some restaurant chatter.	Tape B-16-V Using the Teleph. Making Appointment. Eating in a Restaur. Final "s", "ed" Tape D-7-V Teleph. Courtesy Sea Fever The Creation
SESSION 2	Provide speaking practice with the comparative and superlative forms of common adjectives. Provide listening practice with a short story.	Review the pos., comp., and super. of common adj. Consider some written exercises to reinforce the learning. Regents Workbook I has helpful material. Script S-20-V and Speak-Sheet D-6-V has suggested samplings.	Presentation of a short story, with follow-up questions; pattern-drills in the use of comp. and superl. forms of adjectives; dialogue participation involving adj. Independent recording with dialogues E-7 and E-8.	Tape S-20-V: Listening Practice Comp. and Superl. of Adjectives. Speak-sheet D-6-V Dialogue tapes: E-7, E-8 Regents W.B. I
SESSION 3	Provide general review drills in the pronunciation of vowels and consonants, from all previous lessons.	Select a variety of oral readings with an exchange of lines between teacher and/or student(s). Consider the value of giving any of the quizzes from the text. Refer to P-11-V for context, and to any of the pertinent speak-sheets. Consider page 106 of Reg. I.	Recognition and production drills; minimal pairs contrasting sounds in initial, medial, and final positions. Independent recording of several Speak-sheets, and reading selections. POSITIVELY NO DIA-LOGUE.	Tape P-11-V Pertinent Speak-sheets. Regents I (p. 106) Student's choice of reading.

Week's Lessons Follow

M. Tape S-20-V

LISTENING PRACTICE
ADJECTIVES: COMPARATIVE FORMS

M. Listen carefully to this short story.

F. Many years ago there lived a rich man who wished to do something for the people in his village. First, however, he wanted to find out whether they deserved his help.

In the center of the main road in the village, he placed a very large stone. Then he hid nearby and waited to see what would happen. Soon there passed an old farmer with his cow.

"What fool put this big stone right in the center of the road?" said the farmer, but he made no effort to remove the stone. Instead, with some difficulty, he passed around the stone and continued on his way. Another man came along and the same thing happened; then another came, and another, and another. All of them complained about the stone in the center of the road but none of them took the time or the trouble to remove it. Toward evening, a young man came along. He was honest and hard working. He saw the stone and said to himself:

"The night will be dark. Some stranger or a neighbor will come along in the dark and strike against the stone and hurt himself."

The young man began to remove the stone. He had to push and pull with all his strength to move it to one side. But, imagine his surprise, when under the stone he found a bag full of money and this message:

"This money is for whatever honest man first removes this stone from the road."

M. Now answer the following with complete sentences:

M. Did this story take place recently or many years ago?

M. Was the man who placed the stone in the road a rich man or a poor man?

M. In what part of the road did he place the stone?

M. What did he do after he placed the stone in the road?

M. Did he hide nearby or far away?

F. Who soon passed by?

F. What did the old farmer say when he saw the stone?

F. Did the farmer make little effort or no effort to remove it?

F. What happened when a second man came along?

F. Who came along toward evening?

M. What did the young man say to himself?

M. What kind of young man was he?

M. Did he remove the stone easily or did he have to push and pull with all his strength?

M. What did he find under the stone?

M. What message did he also find under the stone?

F. Listen:

- M. John is a tall boy. John is taller than William. John is the tallest boy in the class. Mr. Smith is an old man. Mr. Smith is older than Mr. Reese. Mr. Smith is the oldest man in our village. Today is a warm day. Today is a warmer day than yesterday. Today is the warmest day of the month.
- F. Mary is an intelligent girl. Mary is more intelligent than Helen. Mary is the most intelligent girl in our class.
- M. This is an interesting book. This is a more interesting book than that book. This is the most interesting book that I have.
- F. He is a good student. He is a better student than Henry. He is the best student in the class. She is a bad student. She is a worse student than Margaret. She is the worst student in the class.

M. Listen:

- | | |
|-------------------------------------|--------------------------------------|
| F. John is as tall as Henry. | M. John is taller than Henry. |
| F. New York is as large as Chicago. | M. New York is larger than Chicago. |
| F. Mary is as pretty as her sister. | M. Mary is prettier than her sister. |

F. Now, you follow the example. Use the comparative adjective.

- | | |
|---|---------------------------|
| M. John is as tall as Henry. | F. Taller |
| M. New York is as large as Chicago. | F. Larger |
| M. Mary is as pretty as her sister. | F. Prettier |
| M. He is as old as I am. | F. Older |
| M. This book is as good as the other one. | F. Better |
| F. It is as cold today as it was yesterday. | M. Colder |
| F. This exercise is as easy as the last one. | M. Easier |
| F. This summer is as hot as last summer. | M. Hotter |
| F. John is as intelligent as Henry. | M. More intelligent |
| F. This book is as interesting as the other one. | M. More interesting |
| M. These exercises are as difficult as the last ones. | F. More difficult |
| M. This street is as wide as Main Street. | F. Wider |
| M. The weather today is as bad as it was yesterday. | F. Worse |
| M. Helen is as tall as her mother. | F. Taller |
| M. They are as busy as we are. | F. Busier |
| F. Your pronunciation is as good as John's. | M. Better |
| F. This lesson is as long as the last one. | M. Longer |
| F. He is as young as I am. | M. Younger |
| F. These flowers are as beautiful as those. | M. More beautiful |

- F. August was as hot as July. M. Hotter
- F. This chair is as comfortable as that one. M. More comfortable
- F. Exchange headphones please.
- F. Listen:
- M. Comfortable chair F. Is this a comfortable chair?
- M. Yes it is. But I think that chair is more comfortable than this one.
- M. Pretty picture F. Is this a pretty picture?
- M. Yes it is. But I think that picture is prettier than this one.
- M. Long room F. Is this a long room?
- M. Yes it is. But I think that room is longer than this one.
- M. Easy lesson F. Is this an easy lesson?
- M. Yes it is. But I think that lesson is easier than this one.
- F. Odds ask; evens answer:
- M. Comfortable chair
- M. Pretty picture
- M. Long room
- F. Easy lesson
- F. Important book
- F. Good book
- M. Now the evens ask; the odds answer:
- F. High mountain
- F. Simple book
- F. Fast car
- M. Beautiful flower
- M. Good house
- M. Tall building
- M. Difficult book
- F. Listen:
- M. Pretty picture F. Is that a pretty picture?
- M. Yes it is. But I think this picture is prettier than that one.
- M. Fast car F. Is that fast car?
- M. Yes it is. But I think this car is faster than that one.
- M. Beautiful house F. Is that a beautiful house?
- M. Yes it is. But I think this house is more beautiful than that one.

F. Odds ask; evens answer:

M. Pretty picture

M. Fast car

M. Beautiful house

F. Important word

F. Beautiful chair

M. Evens ask; odds answer:

F. Heavy book

F. Good picture

F. Comfortable house

F. Good car

M. Short pencil

M. Simple problem

M. Easy book

F. Exchange headphones please.

M. Listen:

F. Good

F. Important

F. Nice

M. This is better

M. This is more important

M. This is nicer

F. Now you follow the example. Give the comparative form.

M. Good

M. Important

M. Nice

F. Good

F. Pretty

F. Smart

M. High

M. Beautiful

M. Good

F. Easy

F. Fast

F. Expensive

M. Good

- M. Long
- M. Good
- F. Short
- F. Simple

M. This ends the lesson.

M. Tape E-7

DIALOGUES

(To be used with book, *Using Everyday Dialogues in English*, Robert J. Dixon).

M. In your booths, you will find the book, *Using Everyday Dialogues in English*. Please turn to page 33. (Pause) Listen carefully to the following conversation:

(READ DIALOGUE)

M. Exchange headphones, please. (Pause)

M. Now, the odds are the elderly lady, the evens are the taxicab driver. You must put expression in your voices to make the conversation sound real. Odds speak first.
(Turn off tape until dialogue exchanges are completed.)

F. Now, do the same dialogue again and exchange parts. Evens speak first. You may begin.

(Turn off tape until dialogue exchanges are completed.)

F. Answer the following questions about the dialogue. Odds answer the first; evens answer the second; then continue to alternate. Take turns with each answer:
(Ask questions on page 36. M. 1-8; F. 9-15)

F. Now, give the correct answers as directed.

(Preface *Vocabulary Drill* questions by summoning "odd" or "even." Give correct answer after each response:

- | | | | |
|---------------|---------------|---------------|---------------|
| 1. odd | 4. odd | 7. even | 10. odd |
| 2. odd | 5. even | 8. odd | |
| 3. even | 6. even | 9. even | |

M. Now, please turn to page 17 and listen carefully to the following conversation:

(READ DIALOGUE)

M. Now, the evens will be the grocer; the odds are Mrs. Brown. Evens speak first. You may begin.

(Turn off tape until exchanges are completed.)

M. Try the same dialogue again and exchange parts. Odds speak first. You may begin.
(Turn off tape until exchanges are completed.)

- F. Now, alternate answering the following questions. Evens answer first:
(Ask questions on page 19. Alternate M and F)
- F. Now, answer the following as directed. (Summon "odd" or "even" at random, giving correct answer after each response.)
- M. Turn to page 59. Listen to the following conversation. (Read dialogue.)
- M. Now, the odds be the drug clerk; the evens are the customer. Odds speak first. You may begin.
(Turn off tape until exchanges are completed.)
- M. Now, try the same dialogue, exchanging parts. Evens speak first.
(Turn off tape until exchanges are completed.)
- F. Listen to these questions. Alternate answering the following. Odds answer first:
(Questions, page 61. M. 1-8; F. 9-15)
- F. Now, answer the following as directed. (Ask B questions. Summon "odd" or "even" at random, proving correct answer after each response.)
- F. Carefully exchange headphones. This ends the lesson.

DIALOGUES

- F. Tape E-8 (To be used with Dixon's *Everyday Dialogues*.)
- F. You'll find a small booklet of everyday dialogues in your booths. Please turn to page 91. (Pause) Now, listen carefully to the following conversation:

(READ DIALOGUE)

- F. Exchange headphones please. (Pause)
- F. Now, the odds will be the patient; the evens will be the dentist. You must speak with expression to make the situation sound real. Odds speak first. You may begin:
(Stop tape until exchanges are completed.)
- M. Now, exchange parts in the conversation. Evens are now the patient; odds are the doctor. Evens speak first. You may begin.
(Stop tape until exchanges are completed.)
- M. Now, answer these questions. Odds answer the first; evens the second and continue to alternate with your answers. Take turns answering. Odds begin.
(Alternate M & F with questions on page 93.)
- F. Now, answer as directed. (Summon "odds" and "evens" at random, giving correct answer after each response with B questions on page 94.)
- F. Now, please turn to page 103. Listen carefully to the following conversation between a doctor and a patient.

(READ DIALOGUE)

- M. Now, the evens are the doctor; the odds the patient. Evens speak first. You may begin.
(Turn off tape until exchanges are completed.)

- M. Now, let's try switching parts. The odds are the doctor; the evens the patient. Odds speak first. You may begin.

(Turn off tape until exchanges are completed.)

- F. Now, alternate your answering. Evens answer first.

(Alternate M & F with questions on page 106.)

- F. Answer these questions as directed. (Summon "odds" or "evens" at random, giving correct answers after each response to B questions on page 106.)

- M. Please turn to page 107. (Pause) Listen carefully to this dialogue between a car salesman and a customer.

(READ DIALOGUE ON PAGE 107)

- M. Now, the odds are the customer; the evens the salesman. Odds speak first. You may begin.

(Stop tape until exchanges are completed.)

- M. Now, switch. The evens are the customer; the odds are the salesman. You may begin.

(Stop tape until exchanges are completed.)

- F. Now, alternate with your answers. Odds answer first.
(M & F alternate asking questions on page 109.)

- F. Now, answer these as directed.

(Summon "odd" or "evens" at random giving correct answer after each response to questions B on page 110.)

- M. Carefully exchange headphones. This ends the lesson.

THIRTIETH WEEK ENRICHMENT

DIALOGUE: ORDERING DINNER. (A COUPLE ENTERS THE RESTAURANT;
A WAITER COMES TO MEET THEM.) (M - MALE CUSTOMER —
W - WAITER)

- M. Could we have a table for two, please?

- W. Yes, sir. There's a nice table right over there.

- M. Thank you. May we have the menu, please?

- W. Right away, sir. (pause)

- W. Would you like to order dinner now, sir?

- M. Yes, thank you. (pause) We'd like the fried chicken dinner for two, please.

- W. What would you like to drink, sir?

- M. Coffee, please.

- W. Thank you, sir. (pause)

(THEY EAT; WAITER COMES BACK LATER)

- W. Would you like to order dessert now, sir?
M. Yes, thank you. What desserts do you have?
W. We have banana cake, strawberry short-cake, apple pie, cherry pie and lemon cream pie.
M. We'll have strawberry short-cake, please.
W. With or without ice cream, sir?
M. Without ice cream, thank you.
W. Very well, sir.

(AFTER THE MEAL IS OVER,
BEFORE THE COUPLE LEAVES THE RESTAURANT)

- M. That was a very fine meal. We enjoyed it very much. Thank you.
W. Thank *you*, sir. It was a pleasure to serve you.
1. What do you have for breakfast?
2. Toast and coffee.
1. That's not enough.
2. Oh, I have other things — like eggs and juice.

SEASONAL MATERIAL—APRIL

APRIL MUSIC

I'd like to spend April
Sitting on a hill,
With a musroom for a parasol
And violets for a frill.

And the wind for a violin
To play spring tunes,
And the blossoms in the treetops
For gay balloons.

I'd like to spend April
Sitting on a mound
Watching for the flowers to pop
Out of the ground.

With their green silk stockings
And their new spring clothes,
Trying to look taller
By dancing on their toes!

—Aileen Fisher

LITTLE ROBIN REDBREAST

Little Robin Redbreast sat upon a tree.
Up went pussy cat, down flew he.
Down came pussy cat,
Away Robin ran
Says little Robin Redbreast,
"Catch me if you can."

—Unknown

THE ROBIN'S SONG

Robin is singing, a song of cheer,
Telling us that the spring is here,
High in the top of an old oak tree,
His tiny throat is bursting with glee.
Hark! He is singing, cheerie, cheerie,
Happy springtime is here, cheerie!

—Unknown

LANGUAGE LESSON PLANS FOR LAB I THIRTY-FIRST WEEK

PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1 Provide speaking practice for idiomatic verb phrases, "used to," and "going to." Pronunciation review: Final "ce", /s/ sounds.	Reinforce understanding for time concept in past and future tense changes. (oral and written drills) Script S-22-V has suggested patterns and content. Consider the need for the kinds of pronunciation drill in the lesson and provide the most needed.	Short story, (Robert Bruce and the Spider), with follow-up comprehension questions; pattern drills involving "going to" and "used to" substitutions; dialogue participation with the foregoing; review of "nce" word endings; "final s" using minimal pairs. Barbara Frietche in choral and individual practice.	Tape S-22-V "Used to, Going to" Final "nce," /s/ Barbara Frietche <i>Practice Reader #1</i>, pp. 44, 48, 56, 58, 32.
SESSION 2 Provide speaking practice for polite commands and requests. Pronunciation review: diphthong contrasts. Listen to an <i>Aesop Fable</i>.	Consider the value of pattern practice with commands and requests. Script S-23-V has suggested exercises that may be adapted to oral and/or written activities. Consider some of the <i>Aesop Fables</i> for speaking practice.	<i>Aesop Fable (The Elephant's Popularity)</i> for listening with follow-up comprehension questions; Pattern drills involving polite commands and requests; pronunciation drills with the /ihr/ and /ehr/ (fear : fair); (fur : far); (tore : four). Review of P-11-V. Introduce and provide background for <i>In Flanders Fields</i>.	Tape S-23-V Imperative Mood Pron. Review <i>Aesop Fable</i> <i>Flanders Field</i>
SESSION 3 Provide speaking practice reviewing personal pronouns.	Provide oral and/or written drills requiring pronoun substitutions for nouns. Refer to Script S-24-V for suggested exercises. Try to vary the drills to include nominative, poss., and obj., substitutions.	Pattern drills requiring substitution of nom., poss., and objective pronouns; same substitutions with reflexive pronouns. Participation dialogue drills with the exchanges involving the use of nom., poss., and obj., and reflexive in conversation.	Tape S-24-V Review of Pronouns Listening Practice <i>Which Language Is Best?</i> for independent practice.

Week's Lessons Follow

THIRTY FIRST WEEK ENRICHMENT
CLASS ENRICHMENT

(I, you, he, she, it, we, they, me, him, her, us, them)
Substitute the correct pronoun for the underlined word.

1. The book is on the desk. (it)
2. Mr. Smith is in his office.
3. John and his brother are in the cafeteria.
4. I saw John and his brother yesterday.
5. Do you study with George?
6. Yes, I study with George and his sister.
7. This book is new.
8. Those books on the table are old.
9. We see those people on the bus every morning.
10. She has her lesson at one o'clock.
11. I put your hat and coat on the chair.
12. I put your umbrella in the corner.
13. I saw you with George on the bus this morning.
14. The maid opened the door for me.
15. He writes many letters to his son.
16. The weather is very cold today.
17. He put his hat on and left the room.
18. His son and daughter live with him.
19. I know his son and daughter very well.
20. He always speaks to Mary and me in English.
21. Mary and I want to learn English well.
22. George is a good student.
23. I like George very much.

LANGUAGE LESSON PLANS			FOR LAB I		THIRTY-SECOND WEEK
	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS	
SESSION 1	Provide dialogue practice in a "going out for the evening" conversation. Pronunciation review with final consonant clusters: /sk/ /sks/ /st/ /sts/	Familiarize the class with the variety of recreation functions available in the American community for evening entertainment. Refer to Script A-1 for suggested content and conversational patterns. Develop an awareness for final consonant clusters. Speak-sheet P-13-V is helpful.	Going out for enjoyment conversation; dialogue participation practice; substitution drills using conversational patterns; pronunciation practice involving final consonant clusters /sk/ /sks/ /st/ /sts/ Introduce <i>Ballad of Sycamore</i>	Tape A-1 Going out for Enjoyment. Final Consonant Clusters <i>Ballad of William Sycamore</i>	
SESSION 2	Provide speaking practice for shopping situations.	Familiarize the class with a variety of shopping situations and vocabulary. Instruction may provide vocabulary, courtesy pattern pronunciations of commonly used shopping words. Discussion of supermarket depts. may be helpful.	Conversational patterns for practice in shopping situations; participation dialogue with student partners; substitution drills using sample shopping dialogue. Individual, group, and recording practice reviewing <i>Ballad of Sycamore</i>.	Tape A-2 Shopping Review <i>Ballad of Sycamore</i>	
SESSION 3	Provide speaking practice making indirect statements. Promote listening habits. Reinforce the <i>th</i> sound.	Develop listening awareness using minimal pairs. Consider exchange exercise requiring change from direct to indirect statements (oral and/or written). Follow-up story or dialogue with brief follow-up questions checking comprehension. Pronunciation reinforcement for the <i>th</i>. Script A-3.	Listening discr. drills inv. min. pairs (vowel and cons. endings; patt. dr. changing dir. to indir.; interv. pract. with pers. data quest.; listening quizzes; pronunciation drills with voiced <i>th</i> /ð/. Indep. pract. with <i>Gettysburg</i> and <i>Sycamore</i>.	Tape A-3 Dir., Indir. Stnts. Retention Pract. Listening Discrim. Voiced <i>th</i> /ð/ <i>Gettysburg Address</i> <i>Ballad of Wm. Sycamore</i>	

Week's Lessons Follow

M. Tape A-1

GOING OUT FOR ENJOYMENT; FINAL SOUNDS

- F. Pat, we haven't gone out for over a month. Let's go somewhere today.
- M. Fine. Where would you like to go? Look in the newspaper for some information about the movies.
- F. I see that there's a western at the Capitol.
- M. I heard that it was terrible. What else can we do?
- F. We could see that John Wayne movie.
- M. I've already seen it.
- F. Well, there's a good love story at the Center Theater.
- M. You know I don't like love stories. What's at the drive-in?
- F. A Civil War movie with Rock Hudson.
- M. Good, let's go there. What time does the main feature start?
- F. It started fifteen minutes ago. We just missed it.
- M. Well, I guess all we can do is stay home and watch television.
- F. I was afraid you'd say that. Now it will take me another month to get you interested in going out.

M. Listen:

- F. Do you know what time the feature begins?
- M. Second feature
- F. Do you know what time the second feature begins?
- M. Newsreel
- F. Do you know what time the newsreel begins?

M. Now you follow the example:

F. Do you know what time the feature begins?

M. Newsreel

M. Cartoon

M. Second feature

F. Main feature

F. Short subject

M. Yes, it starts at 9.

F. at 5

F. at 8

F. at 7

F. at 7:30

M. How long did the movie last?

F. the show

- F. the film
- F. the cartoon
- F. the newsreel
- F. They say the new film is an adventure story.
- M. a love story
- M. a war picture
- M. a comedy
- F. a mystery
- F. a dull picture
- M. A group of us went to the show last night.
- F. to the basketball game
- F. to the dance
- F. to the drive-in movie
- F. to the bowling alleys
- F. The show was good and everybody enjoyed it.
- M. was funny
- M. was very amusing
- M. was exciting
- M. was comical
- M. was terrific
- F. By the time we got there the newsreel had already begun.
- M. main feature
- M. cartoon
- M. second feature
- F. Pronunciation review.
- F. Listen and repeat:
- | | | |
|-----------------|----------------|-----------------|
| M. skin | F. ask | M. speak |
| M. sky | F. desk | F. grasp |
| M. school | F. desks | F. grasps |
| M. scold | M. asks | F. lost |
| M. skate | M. risks | F. tastes |
| F. skip | M. task | F. teeth |
| F. escape | M. tasks | |

M. Listen and repeat:

F. desk - desks

F. ask - asks

F. grass - grasps

F. speed - speak

F. test - tests

M. lisp - list

M. rest - rests

M. miss - mist

M. lease - least

M. most - mostly

M. dust - dusk

F. Listen and repeat:

M. thirty desks

M. on the last test

M. almost all

M. four more desks

F. There are thirty desks in the school room.

F. Almost all the streets in Salt Lake City are straight.

F. I did best on the last test.

F. We need four more desks.

M. Listen:

F. Do you like to dance?

M. to swim

F. Do you like to swim?

M. to walk

F. Do you like to walk?

M. Now, follow the example:

F. Do you like to dance?

M. to swim

M. to walk

M. to travel

F. to ride horses

F. to fish

M. Yes, but I don't go dancing very often.

F. swimming

F. walking

F. traveling

F. horseback riding

F. fishing

M. Listen:

F. dance

F. swim

F. bowl

M. I like to dance, but I don't go dancing very often.

M. I like to swim, but I don't go swimming very often.

M. I like to bowl, but I don't go bowling very often.

F. Now, you follow the example:

M. I like to dance, but I don't go dancing very often.

F. swim

F. bowl

F. travel

M. fish

M. walk

M. drive

F. I found the movie interesting.

M. exciting

M. dull

M. comical

M. funny

F. amusing

F. thrilling

F. entertaining

M. The movie last night had a famous actor.

F. actress

F. singer

M. dancer

M. Hollywood star

F. After the movie we decided to go dancing.

M. bowling

M. driving

M. walking

M. swimming

F. Listen and repeat:

M. His hair is crisp.

M. Wet with honest sweat

M. Like a sexton

M. Like a sexton ringing the village bell

F. Some task begun

F. Each morning sees some task begun

- F. Must be wrought
 F. Our fortunes must be wrought

M. Listen:

- F. several tests
 F. a new desk
 F. on the list

- M. We took several tests.
 M. I'm using a new desk.
 M. I think you're on the list.

M. Now, you make your own sentences:

- F. several tests
 F. a new desk
 F. a long list
 F. scrambled eggs
 M. fried eggs
 M. boiled eggs
 M. lost book
 M. two desks
 F. a tough task
 F. almost all
 F. long whiskers

M. Listen and repeat:

- | | |
|-------------------------|-----------------------|
| F. desk - desks | M. rest - rests |
| F. ask - asks | M. miss - must |
| F. grass - grasps | M. lease - list |
| F. dust - dusk | M. stock - stop |
| F. lisp - list | F. desk - desks |

M. This ends the lesson.

M. Tape A-2

SHOPPING

M. Listen:

- F. Good afternoon, may I help you?
 M. I'm looking for some stationery.
 F. You'll find our assortment on these shelves. Is there something special you have in mind?
 M. Yes, I'd like a small sized note paper with envelopes to match.
 F. Here is the note paper. Is there anything here that you prefer?

M. Yes, this package is attractive. Do you have the same paper in light blue?
 F. I think so. Excuse me, please, while I check our stock. (Pause) Yes, here it is in blue.
 M. That's fine. How much is that?
 F. This is a dollar and a quarter.
 M. That will be fine.
 F. Would you like this wrapped?
 M. Yes, please. (pause)
 F. Here's your change, sir, and thank you.
 M. Thank you.

F. Listen and repeat:

M. Good morning.	F. Good morning.
M. Good afternoon.	F. Good afternoon.
M. Good evening.	F. Good evening.
M. Good morning.	F. Good morning.
M. Good afternoon.	F. Good afternoon.
M. Good evening.	F. Good evening.

M. Listen:

F. I'm looking for the stationery.	
M. toothpaste	F. I'm looking for the toothpaste.
M. shoe department	F. I'm looking for the shoe department.
M. hardware counter	F. I'm looking for the hardware counter.

M. Now, you follow the example:

F. I'm looking for the stationery.	
M. toothpaste	.....
M. shoe department	.....
M. hardware counter	.....
M. electrical appliances	.....
F. portable radios	.....
F. sweaters	.....
F. raincoats	.....
F. sporting goods	.....
M. I'd like to try on this sweater.	
F. this pair of shoes	.....
F. this overcoat	.....

- M. these slacks
- M. this raincoat
- M. this jacket
- F. I'm interested in buying a new car.
- M. a used car
- M. an old car
- M. a second hand car
- M. a pick-up truck
- F. a station wagon
- F. a convertible
- F. a four-door sedan
- M. What's the price of that electric iron? Do you know?
- F. box of crackers
- F. can of tomato juice
- F. jar of pickles
- M. sack of potatoes
- M. tube of toothpaste
- F. How much is this rug? Do you know the price?
- M. material per yard
- M. carpet per square yard
- M. meat per pound
- F. gasoline per gallon
- F. land per acre
- M. Is this toothpaste on sale today?
- F. soap
- F. shampoo
- F. merchandise
- M. article
- M. fruit juice
- F. How much do I owe you?
- M. do you want?
- M. does that come to?

- F. does that add up to?
- F. are you charging me?
- M. That will be eighteen dollars and seventy-five cents.
- F. eighteen dollars even
- F. exactly eighteen dollars
- F. a total of eighteen dollars
- F. Do you have change for a five?
- M. ten dollar bill?
- M. twenty?
- M. fifty?
- M. dollar bill?
- F. Exchange headphones please. (pause 12 seconds)
- F. Listen:
- M. electrical appliances F. Good morning, may I help you?
- M. Yes, please. I'm looking for the electrical appliances.
- M. hardware counter F. Good morning, may I help you?
- M. Yes, please. I'm looking for the hardware counter.
- F. Now follow the example. The odds ask the questions; the evens answer. Odds speak first.
- M. Evens look for electrical appliance.
- M. hardware counter
- M. shoe department
- M. stationery
- M. sporting goods
- F. Now, the evens ask; odds answer.
- M. Odds look for electrical appliances.
- M. hardware counter
- M. shoe department
- M. stationery
- M. sporting goods
- M. Listen:
- M. electric iron - seven dollars
- M. What's the price of that electric iron; do you know?

- F. That iron costs seven dollars.
- M. sweater - nine dollars
- M. What's the price of that sweater; do you know?
- F. That sweater costs nine dollars.
- M. radio - seventeen dollars
- M. What's the price of that radio, do you know?
- F. That radio costs seventeen dollars.
- M. Now, you follow the example. Odds ask; evens answer.
- M. electric - seven dollars
- M. sweater - nine dollars
- M. radio - seventeen dollars
- F. box of crackers - sixty-nine cents
- F. toothpaste - fifty-nine cents
- M. Now, the evens ask; odds answer.
- M. electric iron - seven dollars
- M. sweater - nine dollars
- M. radio - seventeen dollars
- F. box of crackers - sixty-nine cents
- F. toothpaste - fifty-nine cents
- M. Listen:
- M. material per yard - forty-nine cents
- F. How much is this material per yard?
- M. That's forty-nine cents per yard.
- M. carpet per square yard - one dollar
- F. How much is this carpet per square yard?
- M. That's one dollar per square yard.
- M. meat per pound — eighty-nine cents
- F. How much is this meat per pound?
- M. That's eighty-nine cents per pound.
- M. Now odds ask; evens answer.
- F. material per yard — forty-nine cents
- F. carpet per square yard - one dollar
- F. meat per pound - eighty-nine cents
- F. gasoline per gallon - twenty-nine cents
- F. land per acre - two hundred dollars

M. Listen:

M. this sweater
M. this pair of shoes
M. this overcoat

F. I'd like to try on this sweater.
F. I'd like to try on this pair of shoes.
F. I'd like to try on this overcoat.

M. No, just the odds follow the example; evens listen.

F. this sweater
F. this pair of shoes
F. this overcoat
M. this raincoat
M. these slacks
M. this jacket

F. Now, the evens speak; odds listen.

M. this sweater
M. this pair of shoes
M. this overcoat
F. this raincoat
F. these slacks
F. this jacket

M. Exchange headphones very carefully please. (12 second pause)

M. Everybody, listen and repeat:

F. costs	costs	Do you know what this costs?
M. dollars	dollars	This costs five dollars.
F. change	change	Do you have change for a ten?
M. costs	costs	Do you know what this costs?

F. This ends the lesson.

M. Tape A-3

DIRECT AND INDIRECT STATEMENTS
RETENTION PRACTICE; LISTENING DISCRIMINATION DRILLS
THE "TH" SOUND REVIEW

M. Listen carefully. You will hear several pairs of words. Sometimes the speaker will say two different words. Sometimes he will pronounce the same word two times. If you think they are different, say "Different." You'll hear the correct answer after you give yours. Say "Same" or "Different." Lets begin:

M. cut - cot	 (different)
M. sit - seat	 (different)
M. here - here	 (same)
M. get - gate	 (different)
M. but - bough	 (different)
M. top - top	 (same)
M. saw - sow	 (different)
M. her - hair	 (different)
M. pet - pet	 (same)
M. lack - lack	 (same)
M. light - right	 (different)
M. yet - yet	 (same)
M. wash - watch	 (different)
M. sing - sin	 (different)
M. wine - vine	 (different)
M. shoes - shoe	 (different)
M. breed - breathe	 (different)
M. boat - vote	 (different)
M. thick - sick	 (different)
M. H - age	 (different)

M. Listen:

- M. Excuse me. Im looking for the barber shop. Can you tell me where it is?
- M. Yes. It's across the street, next to the restaurant.
- M. Oh yes. I see it now.
- M. Don't cross the street here. It's dangerous. The traffic is very heavy on this street.
The traffic lights are at the corner. Cross the street there.
- M. Thank you.
- M. Don't mention it.

M. Listen:

- M. Cross the street there.
- M. He told him to cross the street there.
- M. Watch the traffic lights.
- M. He told him to watch the traffic lights.
- M. Cross the street at the corner.
- M. He told him to cross the street at the corner.

M. Now, you follow the example. Begin with "He told him to . . ."

M. Cross the street there.

M. Watch the traffic lights.

M. Cross the street at the corner.

M. Be careful.

M. Stay in the crosswalk.

M. Look out for the cars.

M. Wait for the signal.

M. Look both ways.

M. Listen:

M. He told him not to cross the street there.

M. Don't cross the street there.

M. He told him not to step off the curb.

M. Don't step off the curb.

M. He told him not to go against the traffic lights.

M. Don't go against the traffic lights.

M. Now, you follow the example. Change the indirect statement into a direct quotation. Begin with "Don't."

M. He told him not to cross the street there.

M. He told him not to step off the curb.

M. He told him not to go against the traffic lights.

M. He told him not to jaywalk.

M. He told him not to be careless.

M. He told him not to walk in the street.

M. He told him not to be in a hurry.

M. He told him not to take chances.

M. Review Exercises.

M. Answer these questions in a strong clear voice:

M. What's your name?

M. What's your address?

M. Where are you from?

M. Where do you have your meals?

M. When were you born?

M. When did you arrive at school?

- M. How did you come?
- M. Why are you here?
- M. Which language are you studying?
- M. Now, listen and remember. You will be asked about this information later. Listen carefully.
- | | |
|-----------------------------------|---|
| M. What's his name? | M. Robert Lane. His name is Robert Lane. |
| M. Where is he from? | M. California. He's from California. |
| M. When was he born | M. In 1940. He was born in 1940. |
| M. When did he arrive? | M. Last month. He arrived last month. |
| M. How did he come? | M. By plane. He came by plane. |
| M. How long is he going to stay? | M. Six months. He's going to stay for six months. |
| M. Why is he here? | M. To go to school. He came to go to school. |
| M. Why did he come? | M. To study English. He came to study English. |
| M. How long is he going to stay? | M. Six months. He's going to stay for six months. |
| M. Which language does he speak? | M. Navajo. He speaks Navajo. |
| M. Which language is he studying? | M. English. He's studying English. |
- M. Now answer these questions:
- M. What was his name?
- M. Where is he from?
- M. When was he born?
- M. When did he arrive?
- M. How did he come?
- M. How long is he going to stay?
- M. Why is he here?
- M. Why did he come?
- M. How long is he going to stay?
- M. Which language does he speak?
- M. Which language is he studying?
- M. Exchange headphones, please. (Pause 12 seconds)
- M. Listen:
- | | |
|--------------------|----------------------|
| M. (studying) | M. (coming) |
| M. Is he studying? | M. Did Bill come? |
| M. Yes, he is. | M. Yes, he did. |
| M. What? | M. How? |
| M. English. | M. By bus. |
| M. (reading) | M. (staying) |
| M. Is she reading? | M. Are they staying? |

M. Yes, she is.
 M. What?
 M. The newspaper.
 M. (going)
 M. Are they going?
 M. Yes, they are.
 M. Where?
 M. To the movies.

M. Yes.
 M. How long?
 M. Two months.
 M. (arriving)
 M. Did she arrive?
 M. Yes, she did.
 M. When?
 M. Tuesday.

M. Now, you follow the example. Odds ask; evens answer. Use different pronouns: he, she, or they. Odds ask.

M. (studying)
 M. (reading)
 M. (writing)
 M. (going)
 M. (coming)
 M. (staying)
 M. (arriving)

M. Now, the evens ask:

M. (studying)
 M. (walking)
 M. (going)
 M. (staying)
 M. (reading)
 M. (eating)

M. Now, the odds speak; the evens listen. Odds say, "Same" or "Different":

M. sick - sick	M. path - pass
M. pass - path	M. path - path
M. sin - thin	M. sometime - sometimes
M. mouse - mouth	M. sometimes - sometimes
M. downstairs - downstairs	M. United State - United States
M. yourself - yourself	M. United State - United State
M. yourselves - yourself	M. United States - United States
M. yourselves - yourselves	M. ladder - lather
M. wedding - weathering	M. latter - leather

M. Now, the odds listen; evens speak. Say "Same" or "Different."

M. his - he's	M. fill - feel
M. he's - he's	M. ship - sheep
M. live - leave	M. heat - hit
M. deed - did	M. hit - hit
M. live - live	M. seat - seat
M. eat - it	M. feet - fit
M. eat - eat	M. feet - feet
M. it - eat	M. fit - feet

M. Exchange headphones, please. (Pause 12 seconds)

M. Listen and repeat:

- M. The two brothers left together.
- M. Those boys over there are brothers.
- M. Neither of them wanted to go with their mother.
- M. They hadn't seen each other since then.
- M. Those brothers did that themselves.
- M. What kind of weather are you having up there?
- M. The weather here has been mild.
- M. I don't know whether we should travel in such weather.
- M. You'll need some other clothing in that weather.
- M. Let's make some other arrangements.
- M. Then we'll all go together.

M. This ends the lesson.

THE BALLAD OF WILLIAM SYCAMORE

(1790-1871)

Stephen Vincent Benet

My father, he was a mountaineer,
His fist was a knotty hammer;
He was quick on his feet as a running deer,
And he spoke with a Yankee stammer.

My mother, she was merry and brave,
And so she came to her labor,
With a tall green fir for her doctor grave
And a stream for her comforting neighbor.

And some are wrapped in the linen fine,
And some like a godling's scion;
But I was cradled on twigs of pine
And the skin of a mountain lion.

And some remember a white starched lap
And a ewer with silver handles;
But I remember a coonskin cap
And the smell of bayberry candles.

The cabin logs with the bark still rough,
And my mother who laughed at trifles,
And the tall, lank visitors, brown as snuff,
With their long, sraight squirrel rifles.

I can hear them dance like a foggy song,
Through the deepest one of my slumbers,
The fiddle squeaking the boots along
And my father calling the numbers.

The quick feet shaking the puncheon floor,
And the fiddle squealing and squealing,
Till the dried herbs rattled above the door
And the dust went up to the ceiling.

There are children lucky from dawn till dusk,
But never a child so lucky!
For I cut my teeth on "Money Musk"
In the bloody ground of Kentucky!

When I grew tall as the Indian corn,
My father had little to lend me,
But he gave me his great old powder horn
And his woodsman's skill to befriend me.

With a leather shirt to cover my back,
And a redskin nose to unravel
Each forest sign, I carried my pack
As far as a scout could travel.

Well I lost my boyhood and found my wife,
A girl like a Salem Clipper!
A woman straight as a hunting knife
With eyes as bright as the Dipper!

We cleared our camp where the buffalo feed,
Unheard of streams were our flagons;
And I sowed my sons like the apple-seed
On the trail of the western wagons.

They were right, tight boys, never sulky or slow
A fruitful, a goodly muster.
The eldest died at the Alamo.
The youngest fell with Custer.

The letter that told it burned my hand.
Yet we smiled and said, "So be it!"
But I could not live when they fenced
my land,
For it broke my heart to see it.

I saddled a red, unbroken colt
And rode him into the day there;
And he threw me down like a thunderbolt
And rolled on me as I lay there.

The hunter's whistle hummed in my ear
As the city men tried to move me.
And I died in my boots like a pioneer
With the whole wide sky above me.

Now I lie in the heart of the fat,
black soil,
Like the seed of a prairie thistle;
It has ashed my bones with honey and oil
And picked them clean as a whistle.

And my youth returns like the rains
of Spring,
And my sons, like the wild geese flying;
And I lie and hear the meadow-lark sing
And have much content in my dying.

Go play with the towns you have built
with blocks,
The towns where you would have bound me!
I sleep in my earth like a tired fox,
And my buffalo have found me.

LANGUAGE LESSON PLANS		FOR LAB I		THIRTY-THIRD WEEK	
PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS		
Provide speaking practice concerning a visit to the doctor. Review pronunciation drills with the /kl/ sound. Review of the past tense of irregular verbs with "did".	Introduce and familiarize with vocabulary involved in doctor's visits and common ailments. Give articulatory help with the /kl/ and include it in sentences. Review the past of irreg. verbs with "did." Script A-4 has suggested patterns and exercises.	Sample dialogue at the doctor's with follow-up quests. Changing statements to quest. (from preterit to "did") with verb; pronunc. drills with the /kl/ sound; practice answering neg. quests.; vocab. usage with ailment terms; final brief patient-doctor dialogue. Review <i>Kennedy's Inaugural</i> with recording.	Tape A-4 Visiting the Doc. The /kl/ sound "did" with the past neg. questions. <i>Kennedy's Inaugural</i>		
Provide speaking practice telling about past experience. Pluralize nouns and use third person singular verbs for final "s" practice.	Refer to Script A-5 for suggested quiz exercises to train listening. Consider oral-written practice in the use of "should" and "ought". Train through expression the relating of past experiences.	Brief quizzes to train listening for final "s" on verbs and nouns; patterns with "should" and "ought"; quests. from statements; short story with follow-up quests; subst. drills telling about past expers. pronunc. drills with final "s" listening to brief dialogue. Frost's <i>On Stopping by Woods</i>. (read by Frost)	Tape A-5 Telling About Past Exp.; final "s" <i>On Stopping by Woods</i>.		
Provide speaking with short affirmative and interrogative sentences. Reinforcement of "short oo" and "th" sounds.	Consider oral-written drills that require positive and negative answers. By this time all of the reading renditions should be free of /θ/ and /ð/ mispronunciations. Reassure the class with confidence in the mastery of this sound by recognition and praise after reading exercise.	Rapid pattern drills reviewing former lessons involving short affirmative and neg. ans., (yes, it is), (no, it isn't) making quests., from statements review pronunc. with /u/ and /uw/ sounds in minimal pairs sentences: the voiced "th" /ð/ sound. Introd. Henry's <i>Liberty or Death</i>.	Tape B-1-V Review short answers Pronunc. drills. Patrick Henry's <i>Liberty or Death</i>.		

Week's Lessons Follow

M. Tape A-4

VISITING THE DOCTOR
PRONUNCIATION REVIEW: THE /KL/ SOUND

M. Listen carefully to this conversation. You'll be asked questions about it later:

F. Hello, Pat, where have you been?

M. I've just left the doctor's office. He gave me a complete examination.

F. Is there anything wrong?

M. No, but I was worried and nervous and wanted to be sure everything was O.K.

F. You go to Dr. Johnson, don't you?

M. Yes. I think that he's an excellent doctor.

F. What kind of check-up did you have?

M. He listened to my heart, took my blood pressure and temperature, gave me an X-ray and examined my eyes and ears.

When he finished he advised me to get plenty of sleep and to eat good meals.

F. I think an annual check-up is a good idea. I'm going to make an appointment for myself.

M. Now answer the questions:

F. What did the examination include?

M. What was the doctor's name?

F. Why did Pat visit the doctor?

M. What was the doctor's advice?

F. How do you know that given thought that an examination was a good idea?

M. Listen:

F. I went to see my doctor for a check-up yesterday.

M. a medical check-up

F. I went to see my doctor for a medical check-up yesterday.

M. a physical examination

F. I went to see my doctor for a physical examination yesterday.

F. Now, follow the example:

F. I went to see my doctor for a check-up yesterday.

M. a medical check-up

M. a physical examination

M. an eye examination

M. an annual physical examination

M. The doctor discovered that I'm a little overweight.

F. overweight

F. far-sighted

F. near-sighted

F. He gave me a chest X-ray and took my blood pressure.

M. took my temperature

M. listened to my heart

M. examined my eyes.

M. tested my hearing

M. prescribed some medicine for me

M. He told me to take these pills every four hours.

F. these capsules

F. two aspirin tablets

F. penicillin

F. this medicine

M. Listen:

F. She went to see her doctor yesterday.

M. She didn't go to see her doctor yesterday.

F. Bill took his medicine every day.

M. Bill didn't take his medicine every day.

F. Now you follow the example. Change the following to negative sentences. Use "didn't."

M. My uncle had a heart attack last year.

F. pneumonia

F. tuberculosis

F. yellow fever

F. the flu

F. a contagious disease

F. a serious illness

F. It's just a mosquito bite. There's nothing to worry about.

M. an insect bite

M. a little heat rash

M. a slight infection

M. a minor burn

M. a mild cold

M. The medicine made me feel better.

F. tasted awful

F. tasted pretty good

- F. cured my illness
- F. helped me
- F. Pronunciation review.
- F. Listen and repeat:
- | | | | |
|--------------|---------------|-----------------|-------------------|
| M. kuh | class | M. clear | M. clothing |
| M. kuh | clean | M. clock | M. clip |
| M. kuh | climate | M. clinic | |
| M. kuh | clay | M. cliff | |
| F. kuh | club | F. click | |
| F. kuh | clan | F. clerk | |
| F. kuh | cloudy | F. closet | |
| F. kuh | clothes | F. claim | |
| F. kuh | clamp | F. clown | |
- M. She went to see her doctor yesterday. F. (didn't go)?
- M. Bill took his medicine every day. F. (didn't take)?
- M. The doctor prescribed medicine for her. F. (didn't prescribe)?
- M. Her cousin had a heart attack. F. (didn't have)?
- F. The doctor took my temperature. M. (didn't take)?
- F. He needed a blood transfusion. M. (didn't need)?
- F. The patient stopped coughing. M. (didn't stop)?
- F. The doctor advised surgery. M. (didn't advise)?
- F. Now change the following to questions. Begin with "did."
- | | |
|--|--------------------------------------|
| F. She went to see her doctor. | F. (Did she go)? |
| M. Bill took his medicine every day. | F. (Did Bill take)? |
| M. The doctor prescribed medicine for her. | F. (Did the doctor prescribe)? |
| M. Her cousin had a heart attack. | F. (Did her cousin have)? |
| F. The doctor took my temperature. | F. (Did he take)? |
| F. He needed a blood transfusion. | F. (Did he need)? |
| F. The patient stopped coughing. | F. (Did the patient stop)? |
| F. The doctor advised surgery. | F. (Did the doctor advise)? |
- F. Listen:
- | | |
|------------------------|----------------------------------|
| F. a blood transfusion | M. He needs a blood transfusion. |
| F. a major operation | M. He needs a major operation. |
| F. a minor operation | M. He needs a minor operation. |

M. Now you follow the example:

F. He needs a blood transfusion.

M. a major operation

M. a minor operation

M. first aid

M. a good night's sleep

F. This ends the lesson.

M. Tape A-5-V

TELLING ABOUT PAST EXPERIENCES

LISTENING PRACTICE WITH THE "FINAL S" SOUNDS

M. Now listen carefully. You will hear some nouns and verbs. Some of them will have a final "s" sound, some of them will have a final "z" sound and some will have a final "iz" sound. Decide which ending you hear, and say, "s," "z," or "iz" after you hear the word. For example, listen:

F. changes

M. IZ

F. makes

M. S

F. pencils

M. Z

M. All right, let's begin:

F. changes (IZ)

M. tables (Z)

F. makes (S)

M. classes (IZ)

F. pencils (Z)

M. understands (Z)

F. nurses (IZ)

M. pieces (IZ)

F. tapes (S)

M. thanks (S)

F. speaks (S)

M. erasers (Z)

F. Now, let's continue with some more. Listen carefully to endings:

M. uses (IZ)

F. seats (S)

M. lights (S)

F. cars (Z)

M. kisses (IZ)

F. garages (IZ)

M. eggs (Z)

F. quizzes (IZ)

M. wants (S)

F. downstairs (Z)

M. notices (IZ)

F. United States (S)

M. social studies (Z)

F. social studies (Z)

F. Now, you will hear one of these words in a sentence. Say "s," "z," or "iz" after you hear the sentence:

- M. John walks to school.(S)
M. Bill wishes he could be here.(IZ)
M. You'll find Tom downstairs.(Z)
M. Do servicemen pay taxes?(IZ)
F. Most garages close on Sunday.(IZ)
F. I study hard in social studies.(Z)
F. We're studying United States history.(S)

M. Listen:

- F. Should they study very hard?
M. Yes, they ought to study very hard.
F. Should he buy his ticket early?
M. Yes, he ought to buy his ticket early.
F. Should the teacher correct the student.
M. Yes, the teacher ought to correct the student.

F. Now, follow the example. Answer with "Yes" and "ought to":

- M. Should they study very hard?
M. Should he buy tickets early?
M. Should the teacher correct the student?
M. Must Bob go to the hospital?
F. Must we speak English in school?
F. Must I pay the cashier?
F. Should I buy a winter coat?
F. Must all students study two languages?
F. Should we leave in the morning?

M. Now, let's work backwards. I'll give the statement. You ask the question.

For example:

- F. Yes, they ought to study very hard.
M. Should they study very hard?
F. Yes, he ought to buy tickets early.
M. Should he buy tickets early?
F. Should the teacher correct the student?
M. Yes, the teacher ought to correct the student.

M. Now, you follow the example:

F. Yes, they ought to study very hard.

F. Yes, he ought to buy tickets early.

F. Yes, the teacher ought to correct the student.

F. Yes, Bob ought to go to the hospital.

F. Yes, we ought to speak English in school.

M. Yes, you ought to pay the cashier.

M. Yes, you ought to buy a winter coat.

M. Yes, all students ought to study two languages.

M. Yes, we ought to leave early in the morning.

F. Listen closely to the following conversation. You'll be asked questions about it later.

M. An odd thing happened to me last Sunday. It was such a beautiful day, that I decided to go for a leisurely drive in the country.

On the way back home, my motor stopped. I was out of gasoline on a lonely road far from a town. I decided to walk until I found someone who could sell me a gallon or two of gasoline.

I had walked almost a mile before I finally found a big house near the road. I was glad to see it because it was starting to get dark.

I knocked on the door and a little old lady with long white hair answered. She said, "I've been waiting for you for a long time. Come in. Tea is almost ready."

"But I only came for some gasoline." I answered. I couldn't imagine what she was talking about.

"OH! Alfred! Gasoline? You used to prefer tea."

I quickly explained that my car was out of gasoline, but she didn't seem to hear me. She just kept calling me Alfred and talking about how long it had been since she had seen me. She was behaving very strangely and I was anxious to leave. As soon as she went to get the tea I went out of the house as fast as I could.

Fortunately, there was another house down the road, and I was able to buy several gallons of gasoline. When I told the man about my experience, he said, "Oh, that's Miss Emily. She lives by herself in that big house. She's peculiar, but she wouldn't hurt anyone. She's still waiting for the man she was supposed to marry thirty years ago. The day before their wedding he went away and never came back."

F. Now, answer these questions:

F. Why did the man in the story decide to go for a drive?

F. Where was he when his motor stopped?

F. What was wrong with his car?

F. What did he decide to do?

F. What did the old lady say to him?

- F. Why did he run out of the house?
- F. What did the man tell him about Miss Emily?
- M. Listen:
- F. A strange thing happened to me this morning.
- M. An odd thing
- F. An odd thing happened to me this morning.
- M. An interesting thing
- F. An interesting thing happened to me this morning.
- M. Now, you follow the example:
- F. A strange thing happened to me this morning.
- M. An odd thing
- M. An interesting thing
- M. A peculiar thing
- M. An amazing thing
- F. I was crossing the street and was almost hit by a car.
- M. an ambulance
- M. a fire engine
- M. a truck
- M. a motorcycle
- M. a sports car
- F. Fortunately, I jumped back before I was hit.
- M. got out of the way
- M. realized the danger
- M. thought last
- F. It was a terrible experience, and I won't forget it.
- M. terrible shock
- M. terrible feeling
- M. terrible situation
- M. Yesterday was such a beautiful day, we went for a drive.
- F. magnificent day
- F. glorious day
- F. perfect day

F. On the way back home, we had a flat tire.

M. some engine trouble

M. a blowout

M. motor trouble

M. an accident

M. a breakdown

F. Listen:

M. understand

M. tell

M. make

F. He understands.

F. He tells.

F. He makes.

F. Now, you follow the example:

M. understand

M. tell

M. make

M. write

F. eat

F. drink

F. forget

M. Listen:

F. teach

F. catch

F. notice

M. She teaches.

M. She catches.

M. She notices.

M. Now, you follow the example:

F. teach

F. catch

F. notice

F. wish

M. use

M. reach

M. change

M. kiss

M. rush

F. Now, pluralize the following nouns:

M. map	F. necklace	M. horse
M. book	F. bus	M. necklace
M. laugh	F. dish	M. bus
M. bed	F. watch	M. dish
M. bag	F. change	M. watch
M. pen	F. garage	M. garage
M. ring	F. rose	M. change

M. Listen:

- F. Harry! What's the matter? You look pale. Are you sick?
 M. I just had a terrible experience.
 F. Sit down. Let me get you a glass of water.
 M. No thanks, Ruth. I'll be fine in a minute.
 F. Did you have an accident?
 M. Not quite, but almost. I was crossing the street just now and was almost hit by a car. Fortunately, I jumped back in time.
 F. How awful! I hope you got the license number of the car so you can report this man to the police department.
 M. Before I realized what had happened, the car was gone.
 F. Drivers like that should have their licenses taken away from them.
 M. I agree. I won't forget this for a long time.
 F. I'm sure you won't.
 M. Yes, from now on I won't cross the street in the middle of the block reading my newspaper. I'll have to watch where I'm going, since there are dangerous drivers like that one on the road.

F. This ends the lesson.

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know.
 His house is in the village though;
 He will not see me stopping here
 To watch his woods fill up with snow.

My little horse must think it queer
 To stop without a farmhouse near
 Between the woods and frozen lake
 The darkest evening of the year.

He gives his harness bells a shake
 To ask if there is some mistake.
 The only other sound's the sweep
 Of easy wind and downy flake.

The woods are lovely, dark and deep,
 But I have promises to keep,
 And miles to go before I sleep,
 And miles to go before I sleep.

—Robert Frost

OUR AMERICA

Speaking through Reading
Liberty or Death!

Patrick Henry

March 23, 1775

. . . . It is in vain, sir, to extenuate the matter.*

Gentlemen may cry, Peace, Peace — but there is no peace — The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

*extenuate the matter, try to make the situation seem less serious than it is.

LANGUAGE LESSON PLANS FOR LAB I THIRTY-FOURTH WEEK

PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1 Provide speaking practice making indirect statements. Promote listening habits. Reinforce the <i>th</i> sound.	Develop listening awareness using minimal pairs. Consider exchange exercise requiring change from direct to indirect statements. (oral and/or written) Follow-up story or dialogue with brief questions. Pronunciation reinforcement for the <i>th</i>. Script A-3 may be helpful.	List. discr. drills inv. min. pairs (cons. endings end vowels) patt. dr. changing dir. to ind. interview pract. with pers. data quests. list. for compr. dial. exch. with quest. and ans.; listen. quizzes pronunc. drills with voiced <i>th</i> /ð/. Indep. pract. with <i>Landing of the Pilgrim Fathers</i>.	Tape A-3 Dir. Ind. States Ret. Practice Listen. Discr. Voiced <i>th</i> /ð/ <i>Landing of Pilgrim Fathers</i> (model tape)
SESSION 2 Provide speaking practice with conversational patterns relating past experiences. Discrimination and production of final "s" sounds. (for those who didn't have A-5) New lesson: TEST TAPE NO. 1.	Evaluate progress and needs in the following areas: personal pronouns sound discrimination common irregular verbs final "s" sounds final "ed" sounds comparative adjectives with a battery of rapid, brief quizzes (oral and written). Script A-6 has suggestions.	A written quiz of 20 samplings in each category: 1. subst. of nom. pronouns 2. list. discr. with min. prs. 3. irreg. verbs; past with "did" 4. final "s" 5. final "ed" 6. comparative adjectives Introduce <i>Sea Fever</i>.	Tape A-6 TEST TAPE NO. 1 blank paper <i>Sea Fever</i> (model tape)
SESSION 3 Provide speaking practice with conversational patterns discussing letter writing. Reinforce the /ŋ/ sound.	Develop listening awareness for the (ŋ) sound (non-existent in Navajo). Give articulatory help with the sound. Consider patterns and vocabulary relative to mail, post-office or letter-writ. Develop perception for the /ŋ/ sound is critical, and indispensable to the success of the lesson. See A-7.	Brief list. discr. quiz. min. prs. inv. /ŋ/; product. exerc. with /ŋ/; dialog. part. with subst. drills student partners) practice remembering dialogue, with follow-up remembering for speaking reinforcement drills with /ŋ/ in minimal pairs and sentences. Independent recording: <i>Sea Fever</i>	Tape A-7 Writing Letters The /ŋ/ sound <i>Landing of the Pilgrim Fathers</i> <i>Sea Fever</i>

Week's Lessons Follow

M. Tape A-6

TEST TAPE NO. 1

M. This lesson is a test on some of the speaking practice you've had in the lab. You'll find that you'll have to speak and write at the same time. Think fast, speak clearly and try to keep up.

F. Write your name and class at the top of your paper. (Pause)

F. Now write "Section 1" and number from 1 to 20 on the left of the page. (Pause)

F. This quiz is on pronouns.

F. Listen:

M. Miss Jones is a good teacher.

F. She is a good teacher.

M. William is busy today.

F. He is busy today.

M. Fred and Mary are at the movies.

F. They are at the movies.

M. Now, follow the example and write the one-word pronoun you say next to the number.

F. 1. Miss Jones is a good teacher.

F. 2. William is busy today.

F. 3. Fred and Mary are at the movies.

F. 4. You and I are in the same class.

F. 5. The door is closed.

F. 6. Mother is here.

F. 7. Mr. and Mrs. Jones are from Texas.

F. 8. Helen and she are sisters.

F. 9. Bill is on the team.

F. 10. My uncle is tall.

M. 11. The clock is slow.

M. 12. The plane is late.

M. 13. John and Mike are in the same class.

M. 14. George isn't ready.

M. 15. Ruth and Joe will help.

M. 16. Both windows are open.

M. 17. The car is old.

M. 18. Bill, Mary and Fred aren't coming.

M. 19. You and I will go together.

M. 20. My mother and father are here.

F. Now, you'll correct your answers. Put an X after the wrong answers. Here are the pronouns you should have written:

M. 1. She	M. 6. She	F. 11. It	F. 16. They
M. 2. He	M. 7. They	F. 12. It	F. 17. It
M. 3. They	M. 8. They	F. 13. They	F. 18. They
M. 4. We	M. 9. He	F. 14. He	F. 19. We
M. 5. It	M. 10. He	F. 15. They	F. 20. They

F. SECTION 2 Listening quiz.

F. Write "Section 2" on your paper and number from 1 to 20. (Pause) If the word is the same put S beside the number. If it is different put the letter D. S for same, D for different. Here we go:

M. 1. cut - cot	F. 11. light - right
M. 2. sit - seat	F. 12. yet - yet
M. 3. here - here	F. 13. wash - watch
M. 4. get - gate	F. 14. sing - sin
M. 5. but - bought	F. 15. wine - vine
M. 6. top - top	F. 16. shoes - shoes
M. 7. saw - sow	F. 17. breed - breathe
M. 8. her - hair	F. 18. boat - vote
M. 9. pet - pet	F. 19. thick - sick
M. 10. lack - lack	F. 20. H - age

M. Now, correct your answers. Mark an X after the incorrect answers. Here are the correct answers:

F. 1. D	F. 6. S	M. 11. D	M. 16. S
F. 2. D	F. 7. D	M. 12. S	M. 17. S
F. 3. S	F. 8. D	M. 13. D	M. 18. D
F. 4. D	F. 9. S	M. 14. D	M. 19. D
F. 5. D	F. 10. S	M. 15. D	M. 20. D

F. SECTION 3 Irregular verbs.

F. Write "Section 3" on your papers and number from 1-20. (Pause)

F. Listen:

M. bought	F. did buy	M. drove	F. did drive
M. saw	F. did see		

M. Now, follow the example. Write "did" with the correct verb. You will write two words, "did" and the verb. Let's begin:

- | | |
|---------------------|---------------------|
| F. 1. bought | M. 11. came |
| F. 2. saw | M. 12. lost |
| F. 3. drove | M. 13. broke |
| F. 4. spoke | M. 14. ran |
| F. 5. forgot | M. 15. fell |
| F. 6. went | M. 16. had |
| F. 7. said | M. 17. did |
| F. 8. ate | M. 18. bought |
| F. 9. brought | M. 19. ate |
| F. 10. made | M. 20. wrote |

F. Here are the correct answers. Put an X after the one you missed:

- | | | |
|------------------------|------------------------|------------------------|
| M. 1. did buy | M. 8. did eat | F. 15. did fall |
| M. 2. did see | M. 9. did bring | F. 16. did have |
| M. 3. did drive | M. 10. did make | F. 17. did do |
| M. 4. did speak | F. 11. did come | F. 18. did buy |
| M. 5. did forget | F. 12. did lose | F. 19. did eat |
| M. 6. did go | F. 13. did break | F. 20. did write |
| M. 7. did say | F. 14. did run | |

M. SECTION 4 Number from 1-20 (Pause)

M. Now listen carefully. You will hear some nouns and verbs. Some of them will have a final "s" sound, some of them will have a final "z" sound, and some will have a final "iz" sound. Decide which ending you hear, and write "S," "Z," or "IZ" after the number on your answer sheet. Let's begin:

- | | | |
|-------------------------|----------------------|--------------------------|
| F. 1. pencils | M. 8. pieces | F. 15. classes |
| F. 2. nurses | M. 9. thanks | M. 16. pieces |
| F. 3. tapes | M. 10. erasers | M. 17. erasers |
| F. 4. speaks | F. 11. tapes | M. 18. thanks |
| F. 5. tables | F. 12. nurses | M. 19. tables |
| M. 6. classes | F. 13. speaks | M. 20. understands |
| M. 7. understands | F. 14. pencils | |

F. Here are your answers. Mark X after the ones you missed.

M. 1. Z	M. 6. IZ	F. 11. S	F. 16. IZ
M. 2. IZ	M. 7. Z	F. 12. IZ	F. 17. Z
M. 3. S	M. 8. IZ	F. 13. S	F. 18. S
M. 4. S	M. 9. S	F. 14. Z	F. 19. Z
M. 5. Z	M. 10. Z	F. 15. IZ	F. 20. Z

M. SECTION 5 Number from 1-20. (Pause)

F. All of the verbs you will hear end in "ed." Some sound like a "t," some like "d" and some "id." Write "t," "d," or "id" after each answer. Let's begin:

M. 1. stopped	M. 8. dressed	M. 15. reached
M. 2. loved	M. 9. needed	M. 16. wanted
M. 3. rested	M. 10. cashed	M. 17. passed
M. 4. wished	M. 11. freed	M. 18. allowed
M. 5. begged	M. 12. added	M. 19. crowded
M. 6. closed	M. 13. decided	M. 20. drowned
M. 7. repeated	M. 14. laughed	

M. Here are the answers. Mark X after the ones you missed.

F. 1. t	F. 6. d	M. 11. d	M. 16. id
F. 2. d	F. 7. id	M. 12. id	M. 17. t
F. 3. id	F. 8. t	M. 13. id	M. 18. d
F. 4. t	F. 9. id	M. 14. t	M. 19. id
F. 5. d	F. 10. t	M. 15. t	M. 20. d

F. SECTION 6 Irregular Verbs. Number from 1-20. (Pause)

F. Listen:

M. I went with Jim.	F. didn't go
M. I knew your uncle.	F. didn't know
M. I thought about it.	F. didn't think

M. Now, you follow the example. Write just two words. Write the word "didn't" with the verb. Let's begin:

F. 1. I went with Jim.	.....
F. 2. I knew your uncle.	.....
F. 3. I thought about it.	.....
F. 4. I spoke to Ruth.	.....
F. 5. He understood the lesson.	.....
M. 6. We ate together.	.....

- M. 7. She bought a new dress.
- M. 8. I heard the song.
- M. 9. Fred lost his watch.
- M. 10. Jim forgot to come.
- F. 11. We found a better way.
- F. 12. I met his cousin.
- F. 13. We drank some coke.
- F. 14. He taught me to drive.
- F. 15. I wrote home.
- M. 16. They sent me an application.
- M. 17. He brought me a copy.
- M. 18. We drove to town.
- M. 19. My dad flew to California.
- M. 20. I saw you last night.

F. Here are your answers. Make corrections.

- | | |
|-------------------------|---------------------|
| M. 1. didn't go | M. 11. didn't find |
| M. 2. didn't know | M. 12. didn't meet |
| M. 3. didn't think | M. 13. didn't drink |
| M. 4. didn't speak | M. 14. didn't teach |
| M. 5. didn't understand | M. 15. didn't write |
| M. 6. didn't eat | M. 16. didn't send |
| M. 7. didn't buy | M. 17. didn't bring |
| M. 8. didn't hear | M. 18. didn't drive |
| M. 9. didn't lose | M. 19. didn't fly |
| M. 10. didn't forget | M. 20. didn't see |

M. SECTION 7 Comparative Adjectives. Number 1-20. (Pause)

M. Listen:

- | | |
|----------------|---------------------|
| F. big | M. bigger |
| F. comfortable | M. more comfortable |
| F. good | M. better |

F. Now, you write the comparative form:

- | | |
|-------------------------|-------------------------|
| M. 1. big | M. 5. tall |
| M. 2. comfortable | M. 6. bad |
| M. 3. good | M. 7. difficult |
| M. 4. easy | M. 8. intelligent |

- | | |
|------------------------|-------------------------|
| M. 9. fast | F. 15. happy |
| M. 10. beautiful | F. 16. attractive |
| F. 11. little | F. 17. short |
| F. 12. much | F. 18. heavy |
| F. 13. pretty | F. 19. ugly |
| F. 14. sad | F. 20. expensive |

M. Here are the answers:

- | | |
|------------------------|------------------------|
| F. 1. bigger | M. 11. less |
| F. 2. more comfortable | M. 12. more |
| F. 3. better | M. 13. prettier |
| F. 4. easier | M. 14. sadder |
| F. 5. taller | M. 15. happier |
| F. 6. worse | M. 16. more attractive |
| F. 7. more difficult | M. 17. shorter |
| F. 8. more intelligent | M. 18. heavier |
| F. 9. faster | M. 19. uglier |
| F. 10. more beautiful | M. 20. more expensive |

M. This ends the lesson.

M. Tape A-7

WRITING LETTERS. THE "NG" SOUND

M. Listen carefully for ending sounds. If you think the words are the same, say "Same"; if you think they are different, say "Different."

- | | |
|------------------------|-----------|
| F. thin - thing | Different |
| F. thing - thing | Same |
| F. thing - thin | Different |
| F. sink - sing | Different |
| F. sink - sink | Same |
| F. sing - sing | Same |
| F. sing - sink | Different |
| F. lawn - long | Different |
| F. long - long | Same |
| F. long - lawn | Different |
| M. win - win | Same |
| M. wing - win | Different |
| M. win - wing | Different |

M. longer - longest	.....	Different
M. anger - anger	.....	Same
M. angry - angry	.....	Same
M. younger - younger	.....	Same
M. youngest - younger	.....	Different
M. hunger - hungry	.....	Different
M. hungry - hungry	.....	Same

M. Now, I'll say "thin"; you say "thing." I'll say "sin"; you say "sing." You add the "ng" ending.

F. thin	.....	M. ban	.....	F. win	.....
F. sin	.....	M. lawn	.....	F. din	.....
F. hun	.....	M. run	.....	F. ban	.....
M. sin	.....	F. run	.....	M. clan	.....
M. run	.....	F. thin	.....	M. win	.....
M. kin	.....	F. ban	.....	M. tan	.....
F. kin	.....	M. din	.....		
F. win	.....	M. sin	.....		
F. din	.....	M. thin	.....		

F. Listen and repeat:

M. sing	.....	F. bring	.....	F. singing	.....
M. sang	.....	F. spring	.....	F. swinging	.....
M. song	.....	F. string	.....	F. springing	.....
M. long	.....	F. strong	.....	F. ringing	.....
M. ring	.....	M. among	.....	F. banging	.....
M. wing	.....	M. coming	.....	F. finger	.....
M. king	.....	M. going	.....	F. longer	.....
M. thing	.....	M. nothing	.....	F. longest	.....
M. young	.....	M. something	.....	M. stronger	.....
F. hung	.....	M. morning	.....	M. strongest	.....
F. hang	.....	M. evening	.....	M. younger	.....
F. rang	.....	M. running	.....	M. youngest	.....
F. clang	.....	M. walking	.....	M. anger	.....
F. swing	.....	F. dancing	.....	M. angry	.....

F. sing	Can you sing?	
F. long	How long can you sing?	
F. getting	How long can you sing without getting tired?	
F. thing	This thing will last longer.	
M. morning	The bird sang a song in the morning.	
M. morning	Good morning	Good morning
M. evening	Good evening	Good evening

F. Exchange headphones, very carefully, please.

F. Listen:

M. your uncle	F. two weeks
M. How long has it been since you've heard from your uncle?	
F. It's been about two weeks since I've heard from him.	
M. your father	F. ten days
M. How long has it been since you've heard from your father?	
F. It's been about ten days since I've heard from him.	
M. your brother	F. six years
M. How long has it been since you've heard from your brother?	
F. It's been about six years since I've heard from him.	

M. Now, the evens ask; the odds answer:

M. your uncle	F. two weeks
M. your father	F. ten days
M. your brother	F. six years
M. your brother	F. a week
M. your sister	F. a month
M. Mary	F. six weeks
M. Ted	F. a year and a half
M. your aunt	F. two months

M. Listen:

F. your uncle	M. two weeks
F. How long has it been since you've heard from your uncle?	
M. It's been about two weeks since I've heard from him.	

F. Now, the odds ask; the evens answer:

F. your uncle	M. two weeks
F. your father	M. ten days
F. your brother	M. six years
F. your mother	M. a week
F. your sister	M. a month

F. Mary	M. six weeks
F. Ted	M. a year and a half
F. your aunt	M. two months

F. Listen:

M. your uncle	F. a month ago
M. When was the last time you wrote to your uncle?	
F. I can't recall exactly. I think I wrote him about a month ago.	
M. your sister	F. a week ago
M. When was the last time you wrote to your sister?	
F. I can't recall exactly. I think I wrote her about a week ago.	
M. your brother	F. a year ago
M. When was the last time you wrote to your brother?	
F. I can't recall exactly. I think I wrote him about a year ago.	

M. Odds ask; evens answer:

M. your uncle	F. a month ago
M. your sister	F. a week ago
M. your brother	F. a year ago
M. your mother	F. five or six days ago
M. grandmother	F. a week and a half ago
M. Mary	F. two weeks ago
M. father	F. five days ago

M. Listen:

F. your uncle	M. a month ago
F. When was the last time you wrote to your uncle?	
M. I can't recall exactly. I think I wrote him about a month ago.	

F. Evens ask; odds answer:

F. your uncle	M. a month ago
F. your sister	M. a week ago
F. your brother	M. a year ago
F. your mother	M. five or six days ago
F. grandmother	M. a week and a half ago
F. Mary	M. two weeks ago
F. father	M. five days ago

F. Listen:

M. Did you hear from your friend today?	M. (your family)
F. No, I didn't. I heard from my family.	
M. Does the postman come in the morning?	M. (at 2:00)
F. No, he doesn't. He comes at 2:00.	

- M. Does it take long for a letter to get to New York? M. (a few days)
 F. No, it doesn't. It takes a few days.
- F. Follow the example. Odds answer; evens listen.
- | | |
|---|-----------------------|
| M. Did you hear from your friend today? | F. (your family) |
| M. Does the postman come in the morning? | F. (at 2:00) |
| M. Does it take long for a letter to get to New York? | F. (a few days) |
| M. Did you send the letter air mail? | F. (special delivery) |
| M. Did you write your uncle last week? | F. (this morning) |
| M. Has Mary written to you? | F. (John) |
| M. Do they collect the mail on Sunday? | F. (on week days) |
- M. Listen:
- F. Do you start your letters with "Sincerely yours"? M. ("Dear Sir")
 M. No, I don't. I start them with "Dear Sir."
- M. Evens answer; odds listen:
- | | |
|--|-------------------------|
| F. Do you start your letters with "Sincerely yours"? | M. ("Dear Sir") |
| F. Do you write to your family every day? | M. (every week) |
| F. Did you receive some photographs? | M. (some money) |
| F. Did you mail your letter in the mail box? | M. (at the post office) |
| F. Do you send a check by ordinary mail? | M. (registered mail) |
| F. Was the package delivered on Sunday? | M. (this morning) |
| F. Did you end the letter with "Sincerely yours"? | M. ("With all my love") |
- F. Exchange headphones very carefully, please. (10 seconds)
- F. Listen to this dialogue between a post office clerk and a student:
- M. May I help you?
 F. Yes, I'd like to send this letter to my family in Arizona.
 M. Did you write your return address on the envelope?
 F. Yes, I did.
 M. How do you want to send it?
 F. I guess I'll send it air mail.
 M. Does it have anything valuable inside?
 F. Yes, I enclosed a check and some photographs.
 M. Think you'd better send it by registered mail.
 F. That's a good idea. Will you take care of that for me?
 M. I'm sorry. You'll have to take your letter to the next window.
- F. Now, listen carefully again to the same dialogue. You'll be asked to remember it.
 (Repeat Dialogues)
- M. Now, I'll be the clerk. You be the student. We'll do the same dialogue.
- M. May I help you?

- M. Did you write your return address on the envelope?
- M. How do you want to send it?
- M. Does it have anything valuable inside?
- M. Then you'd better send it by registered mail.
- M. I'm sorry. You'll have to take your letter to the next window.

F. Listen:

F. Which has the final "ng" sound — first, second, or third?

- | | |
|--------------------------------|-----------------------|
| M. ran - ram - rang | (3rd) |
| M. lawn - long - lawn | (2nd) |
| M. thin - think - thing | (3rd) |
| M. thing - thin - think | (1st) |
| M. win - wing - win | (2nd) |
| F. wing - wing - win | (1st, 2nd) |
| F. win - win - win | (none) |
| F. wing - wing - wing | (1st, 2nd, 3rd) |
| F. thing - thing - thin | (1st, 2nd) |
| F. think - thin - thin | (none) |
| M. thing - thing - thing | (1st, 2nd, 3rd) |
| M. morning - morning - morning | (1st, 2nd, 3rd) |
| M. run - rung - run | (2nd) |
| M. ban - bank - bang | (3rd) |

M. Listen and repeat:

- F. Mr. King sings tenor.
- F. I'm drinking ginger ale, not orange juice.
- F. Is John going to Denver in the morning?
- F. Bill Browning always brings the morning paper.
- M. I'm thinking of bringing it in the morning.
- M. The bird sang a song in the morning.
- M. The phone rang for a long time.

F. Listen:

- | | |
|-----------------------|------------------|
| M. What's he doing? | F. watching T.V. |
| F. He's watching T.V. | |
| M. What's she doing? | F. studying |
| F. She's studying. | |

- | | |
|-------------------------------|-------------------------------------|
| M. What are you doing? | F. writing an assignment |
| F. I'm writing an assignment. | |
| F. Now, you answer: | |
| M. What's he doing? | F. watching T.V. |
| M. What's she doing? | F. studying |
| M. What are you doing? | F. writing an assignment |
| M. What are they doing? | F. reading |
| F. What's she doing? | M. practicing her speech |
| F. When are they coming? | M. in the morning |
| F. When's he leaving? | M. in the evening |
| F. When are we going? | M. in the spring |
| M. What's he doing? | F. running to class |
| M. What's he saying? | F. asking about the assignment |
| M. What are you carrying? | F. something for you |
| M. This ends the lesson. | |

LANGUAGE LESSON PLANS			FOR LAB I		THIRTY-FIFTH WEEK	
	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS		
SESSION 1	Provide speaking practice with conversational patterns discussing letter-writing. Reinforce the /ŋ/ sound.	Develop listening awareness for the /ŋ/ sound (non-existent in Navajo). Give articulatory help with the sound. Consider patterns and vocabulary relative to mail, post office or letter-writing. Developing perception for the /ŋ/ sound is critical and indispensable to the success of the lesson. See A-7.	Brief listen. discr. quiz. min. pairs involv. /ŋ/ prod. exerc. with /ŋ/ dial. partic. with subst. drills (partners) pract. remembering dial.; reinforcement drills with /ŋ/ in min. pairs and sentences. Indep. recording: Noonday Sun Abraham Lincoln	Tape A-7 Writing Letters The /ŋ/ sound Noonday Sun Abraham Lincoln		
SESSION 2	Provide speaking practice with conditional sentences. Provide intonation practice with words and sentences.	Teach the conditional sentence (<i>If I knew her well, I would speak to her</i>). Consider demonstrating samplings, then familiarize the patterns with original completions. Demonstrate stress with syllables, words, and sentences. Teach what stress is. Script A-8 has suggested presentation. See Speak-sheet I-2, I-1.	Substitution practice speaking conditional sentences (using "if" and "would"). Practice with sentence completion. Intonation practice with words and sentences; listening to a short story with follow-up comprehension questions about the story. Review Noonday Sun and Abraham Lincoln with independent recording.	Tape A-8 Conditional sent. Intonation Practice Noonday Sun Abraham Lincoln Speak-sheet I-1-V, I-2-V		
SESSION 3	Provide additional speaking practice with conditional sentences. Pronunciation practice with the /t/ sound.	The conditional sentence requires continued reinforcement and practice. Consider following the same procedure as the last session with much student participation. Script A-9 may be helpful. See Speak-sheet P-15-V for suggestions on the /t/ sound.	Continuation of A-8 with conditional sentence completions; pronunciation drills with the /t/ sound. Short story on Gettysburg Address background; follow-up comprehension questions. Review the recitation of the Gettysburg Address.	Tape A-9 Cond. Sent. (cont.) The /t/ sound Speak-sheet P-15-V Gettysburg Address		

Week's Lessons Follow

F. Tape A-8

CONDITIONAL SENTENCES — INTONATION PRACTICE

M. Listen:

- F. If I knew her well, I would speak to her.
- F. If he attended class regularly, he would make good progress.
- F. If she had more practice, she would speak English better.
- F. If we had the money, we would take a trip to California.

M. Now, you finish the sentences. Use "would":

- F. If I knew her well
- F. If he attended class regularly
- F. If she had more practice
- F. If we had the money
- F. If he went to bed earlier
- M. If he drove more carefully
- M. If he paid his debts
- M. If I knew English better
- M. If he prepared his homework
- M. If I spoke Spanish

F. Now, let's work backwards.

F. Listen:

- | | |
|---------------------------------------|-----------------------------|
| M. I would take a trip to California. | F. if I owned an automobile |
| M. She would be a better student. | F. if she worked harder |
| M. I would buy a car. | F. if I had the money |
| M. I would go with you. | F. if I had no classes |

M. Now, you finish these sentences. Begin with "if":

- F. I would take a trip to California
- F. She would be a better student
- F. I would buy a car
- F. I would go with you
- M. He would get better grades
- M. I would pass my exams
- M. I would telephone Bill
- M. I would go home for Christmas

F. Listen:

- M. If I were you I wouldn't go.
- M. If today were Saturday, we wouldn't have to go to class.
- M. If Bill were faster, he would be on the track team.
- M. If I were a millionaire, I would spend all my money.
- M. If he were more ambitious, he would find a better job.

F. Now, you finish these sentences:

- M. If I were you
- M. If today were Saturday
- M. If Bill were faster
- M. If I were a millionaire
- M. If he were more ambitious
- F. If I were not so busy
- F. If I weren't so tired
- F. If I were you
- F. If I were Bill
- F. If Bill were here

M. Now, we'll work backwards.

M. Listen:

- | | |
|------------------------------------|------------------------------|
| F. I wouldn't go | M. if I were you |
| F. We wouldn't be in class | M. if today were Saturday |
| F. Bill would be on the track team | M. if he were faster |
| F. Sam would find a better job | M. if he were more ambitious |

F. Now, you finish the sentence. Begin with "if." Use "were":

- M. I wouldn't go
- M. We wouldn't be in class
- M. Bill would be on the track team
- M. Sam would find a better job
- F. Ruth would know what to do
- F. I would feel comfortable
- F. I wouldn't do that
- F. I would help you with that work
- M. I would go to tonight's movie
- M. I would spend all of my money

F. Listen:

- M. If I knew about this yesterday, I would have worried all day long.
- M. If the weather were nice, I would have gone on a picnic.
- M. If I knew you were home, I would have telephoned.
- M. If I were invited, I would have gone to the party.

F. Now, you finish these sentences. Use "would have":

- M. If I knew about this yesterday
- M. If the weather were nice
- M. If I knew you were home
- M. If I were invited
- F. If I received your message
- F. If he used his brakes
- F. If he ran faster
- F. If he weren't so angry

M. Now, let's work backwards.

M. Listen:

- | | |
|--------------------------------------|-----------------------------------|
| F. I would have worried all day long | M. if I knew about this yesterday |
| F. I would have gone on a picnic | M. if the weather was nice |
| F. I would have telephoned | M. if I knew you were home |
| F. I would have gone to the party | M. if I were invited |

F. Now, you finish the sentences. Begin with "if":

- M. I would have worried all day long
- M. I would have gone on a picnic
- M. I would have telephoned
- M. I would have gone to the party
- F. I would have come at once
- F. I would have helped
- F. I would have written you
- F. We would have won the game

M. Intonation practice.

M. Listen and repeat:

- | | |
|----------------------------|--------------------------|
| F. <i>roommate</i> | F. <i>new date</i> |
| F. <i>bath room</i> | F. <i>big room</i> |
| F. <i>street car</i> | F. <i>new fare</i> |

F. *drug store*
 M. *football*
 M. *white house*
 M. *blue bird*
 M. *black bird*

F. *large store*
 M. *blue ball*
 M. *white house*
 M. *blue bird*
 M. *black bird*

F. Now, listen carefully for the stressed word.

F. Listen and repeat:

M. I rode in a *subway* train.
 M. I rode in a *black car*.
 M. He went to the *drug store*.
 M. He went to the *large store*.
 F. They toured the *White House*.
 F. They bought the *white house*.
 F. That's a Western *Blue* bird
 F. That's a pretty *blue bird*.

M. Listen and repeat:

F. Bob moved into a *boarding house*.
 F. He found a good job in a *factory*.
 F. I ate my breakfast in a *restaurant*.
 M. She gave her homework to the *teacher*.
 M. He doesn't want to go to a *movie*.

F. Listen:

M. I don't have a car
 F. but if I had one I would drive to California
 M. I am not in Arizona
 F. but if I were, I would visit my folks
 M. I don't like to swim
 F. but if I did, I would come with you to the pool
 M. I haven't enough money
 F. but if I had, I would buy that radio

F. Now, you finish the sentence. Begin with "but if I":

M. I don't have a car
 M. I am not in Arizona
 M. I don't like to swim

- M. I haven't enough money
- M. I can't typewrite well
- F. I am not you
- F. I cannot speak Navajo well
- F. I don't know how to play the piano
- F. I am not a millionaire

M. Listen to this story. You'll be asked questions about it:

The Farmer and the Apple Tree

F. A poor farmer once had a friend who was famous for the wonderful apples trees which he grew. One day this friend gave the farmer a young tree and told him to take it home and plant it. The farmer was pleased with the gift, but when he got home, he did not know where to plant it. He was afraid that if he planted the tree near the road, strangers would steal the fruit. If he planted the tree in one of his fields, his neighbors would come at night and steal one of the apples. If he planted the tree near his house, his children would take the fruit. Finally, he planted the tree deep in the woods, where no one could see it. But, naturally, without sunlight and proper soil, the tree soon died.

Later, the friend asked the farmer why he had planted the tree in such a poor place. "What's the difference?" the farmer said angrily. "If I had planted the tree near the road, strangers would have stolen the fruit. If I had planted the tree in one of my fields, my neighbors would have come at night and stolen some of the apples. If I had planted it near my house, my own children would have taken the fruit."

"Yes," said the friend. "But at least someone could have enjoyed the fruit. Now, by your foolish action, you have robbed everyone of the fruit and you have also destroyed a good tree."

M. Now answer these questions:

- M. 1. For what was the farmer's friend famous?
- M. 2. What particular kind of fruit tree did the friend grow?
- M. 3. What did the friend give the farmer one day?
- M. 4. What did he tell him to do with the young tree?
- M. 5. Why was the farmer afraid the plant the tree near the road?
- M. 6. What did he think would happen if he planted the tree in one of his fields?
.....
- M. 7. What would happen if he planted the tree near his house?
- M. 8. Where did he finally plant the tree?
- M. 9. Why did the tree die?

F. This ends the lesson.

F. Tape A-9

CONDITIONAL SENTENCES (continued)
PRONUNCIATION PRACTICE: THE "T" SOUND

M. Listen:

- F. If Mary had more time, she would study more.
- F. If I were you, I would learn to type.
- F. If he knew her better, he would go with her.
- F. If I had the money, I would buy that suit.

M. Now, you finish these sentences. Use "would":

- F. If Mary had more time
- F. If I were you
- F. If he knew her better
- F. If I had the money
- F. If John were here now
- M. If Helen were a good student
- M. If the weather were warmer
- M. If I had more time
- M. If I were not so busy

F. Listen:

- M. Would I be right or wrong if I said that birds can swim?
- F. You would be wrong if you said that birds can swim.
- M. Would I be right or wrong if I said that fish can fly?
- F. You would be wrong if you said that fish can fly.
- M. Would I be right or wrong if I said that women live longer than men?
- F. You would be right if you said that women live longer than men.

F. Now, follow the example. You answer. Begin with "You would be":

- M. Would I be right or wrong if I said that birds can swim?
- M. if I said that fish can fly
- M. if I said that women live longer than men
- M. if I said that you are the best student in the class
- F. if I said today is Wednesday
- F. if I said the first president of the United States was Abraham Lincoln
- F. if I said that summer in the United States begins on June 21st
- F. if I said that dogs can run faster than horses
- M. Would I be right or wrong if I said that girls are smarter than boys ?.....

- M. if I said that dogs can climb trees
- M. if I said Independence Day is celebrated on July 4
- M. if I said that it is easy to learn English
- M. if I said that it is raining hard outside
- M. if I said that the largest state in the United States is Texas

F. Listen:

- M. Which would you prefer to be, rich or poor?
- F. I would prefer to be rich.
- M. to live a long life or a short life
- F. I would prefer to live a long life.
- M. to live a happy life or a sad one
- F. I would prefer to live a happy life.

F. Now, you follow the example. Begin with "I would prefer":

- M. Which would you prefer to be, rich or poor?
- M. to live a long life or a short one
- M. to live a happy life or a sad one
- M. to have a good appetite or a poor appetite
- M. to feel well or ill
- F. Which would you prefer to be, strong or weak?
- F. to have many friends or few friends
- F. to have a good looking sweetheart or an ugly one
- F. to speak English well or to speak English poorly
- F. to have a large vocabulary or a small vocabulary

M. Listen and repeat:

- | | | |
|--------------------|-----------------|-------------------|
| F. tell | M. wet | F. sitting |
| F. two | M. sit | F. button |
| F. 12, 10 | M. let | F. mountain |
| F. talk | M. little | F. bitten |
| F. tall | M. better | F. written |
| F. not | M. butter | F. satin |
| F. get | M. later | F. gotten |
| M. cigarette | F. eating | |

M. tip-dip	F. matter - madder
M. bet - bed	F. wait - wade
M. rot - rod	F. satin - sadden
M. tie - die	F. wrote - rode
M. town - down	F. mate - maid
M. two - do	F. bitter - bidder
M. latter - ladder	F. height - hide
M. written - ridden	F. late - laid
M. bit - bid	F. light - lied
M. plate - played	F. dough - toe

F. Listen and repeat:

- M. Tell Dot to do it.
- M. Today is cold, isn't it?
- M. This is a better bottle of pop.
- M. Can you tell me the time?
- M. It was written by Mark Twain.
- M. Ted had a good idea, didn't he?
- F. Try to talk English all the time.
- F. The old roads are in bad condition.
- F. You'd better put a little butter on it.
- F. Sixteen times two equals thirty-two.
- F. A good doctor wouldn't do that.
- F. Don't button the bottom button of your jacket.

M. Listen:

- F. I would have telephoned you but I didn't know your number.
- F. I would have given John your message but I didn't see him.
- F. I would have bought a new radio, but I couldn't afford it.
- F. He would have played the piano but you didn't ask him.

M. Now, you finish these sentences. Begin with "but":

- F. I would have telephoned you
- F. I would have given John your message
- F. I would have bought a new radio
- F. He would have played the piano
- M. I would have gone with you

- M. I would have come sooner
- M. The plants would have grown
- M. The meeting would have been over
- F. Now, let's work backwards.
- F. Listen:
- M. If I knew your number I would have called you.
- M. If I saw him I would have given him the message.
- M. If I could have afforded it, I would have bought the radio.
- M. If you had asked him, he would have played the piano.
- F. Now, you finish the sentence; use "would have":
- M. If I knew your number
- M. If I saw him
- M. If I could have afforded it
- M. If you had asked him
- F. If I had the time
- F. If you watered the plants
- F. If I wasn't so busy
- F. If we finished the assignment
- M. Listen:
- F. What would have happened if you had come to class very late this morning?
- M. The teacher would have been very angry with me.
- F. if you had overslept this morning
- M. I would have missed breakfast.
- F. if you had not studied
- M. I would have failed the exam.
- F. Now, you answer. Use "would have":
- M. What would have happened if you had come to class very late?
- M. if you had overslept?
- M. if you had not studied?
- M. if you never prepared your homework?
- M. if you fell and broke your leg?
- F. What would have happened
- F. if you had found a large sum of money in the street?

- F. if you had discovered that you forgot your shoes this morning?
- F. if you had forgotten the way to the dining room?
- F. if you had missed the bus for school this year?

F. Listen carefully to this reading. You'll be asked questions about it.

M. You are learning Lincoln's famous Gettysburg Address. On November 19, 1863, Lincoln went to Gettysburg in Pennsylvania to speak at the National Soldier's Cemetery. The Civil War was still going on. There was much criticism of Lincoln at the time. He was not at all popular. He had been invited to speak at Gettysburg only out of courtesy. The main speaker was to be Edward Everett, a famous statesman and speaker of the day. Everett was a handsome man, very popular everywhere.

It is said that Lincoln prepared his speech on the train while going to Gettysburg. Late that night, alone in his hotel room and tired out, he again worked briefly on the speech. The next day Everett spoke first. He spoke for an hour and 57 minutes. His speech was a perfect example of the great speeches of the day. Lincoln rose.

The crowd of 15,000 people at first gave him little attention. He spoke only nine minutes. There was little applause. Lincoln turned to a friend and remarked, "I have failed again." On the train back to Washington he also said, "That speech was a flat failure, and the people are disappointed." Some newspapers at first criticized the speech. But little by little, as people read the speech more carefully they began to understand it better. They began to appreciate its simplicity and its deep meaning. It was a speech which only Abraham Lincoln could have given.

Today every American student learns by heart Lincoln's Gettysburg Address. Everyone thinks of it today as the greatest speech ever given in American history.

M. Now, answer these questions:

- F. 1. What speech are we discussing?
- F. 2. In what state is Gettysburg located?
- F. 3. Why is there a National Cemetery in Gettysburg?
- F. 4. In what year did Lincoln go to Gettysburg?
- F. 5. Was Lincoln popular or unpopular at this time?
- M. 6. Who was to be the main speaker?
- M. 7. When did Lincoln prepare his speech?
- M. 8. How long did Lincoln speak?
- M. 9. Was there much or little applause?
- M. 10. What did Lincoln himself say about his speech?

M. This ends the lesson.

NOONDAY SUN

Kathryn & Byron Jackson

Oh, I've ridden plenty of horses
And I've broken a score in my time,
But there never was one
Like the colt Noonday Sun —
Now there was a horse that was prime!

She'd run up the side of a mountain
Or she'd tackle a wildcat alone.
Oh, she stood twelve hands high
And her proud shining eye
Would soften the heart of a stone.
Oh, yippi ippi ai — Oh, yippi ippi ay,
Would soften the heart of a stone

She'd splash through a treach'rous river
Or she'd tease for an apple or sweet,
She'd buck and she'd prance
Or she'd do a square dance
On her four little white little feet.
Oh, yippi ippi ai — Oh, yippi ippi ay,
On her four little white little feet.

But one night the rustlers stole her,
They stole her and took her away.
Now the sun never shines,
And the wind in the pines
Says, "You've lost your colt, lack-a-day!"
Oh, yippi ippi ai — Oh, yippi ippi ay
Says, "You've lost your colt, lack-a-day!"

Someday I'll pull out my gun,
And I'll plug him bang - bang! —
And I may even hang —
The outlaw that stole Noonday Sun.
Oh, yippi ippi ai — Oh, yippi ippi ay,
The outlaw that stole Noonday Sun.

Oh, I still have her bridle and saddle,
And I still have her bare empty stall
But there'll never be one
Like the colt Noonday Sun,
And she'll never more come to my call!
Oh, yippi ippi ai — Oh, yippi ippi ay,
And she'll never more come to my call!

ABRAHAM LINCOLN (1809-1865)

Rosemary & Stephen Benet

Lincoln was a long man.
He liked out of doors.
He liked the wind blowing
And the talk in country store.

He liked telling stories,
He liked telling jokes.
"Abe's quite a character,"
Said quite a lot of folks.

Lots of folks in Springfield
Saw him every day,
Walking down the street
In his gaunt, long way.

Shawl around his shoulders,
Letters in his hat.
"That's Abe Lincoln."
They thought no more than that.

Knew that he was honest,
Guessed that he was odd,
Knew he had a cross wife
Though she was a Todd.

Knew he had three little boys
Who liked to shout and play,
Knew he had a lot of debts
It took him years to pay.

Knew his clothes and knew his house.
"That's his office, here.
Blame good lawyer, on the whole,
Though he's sort of queer."

"Sure he went to Congress, once,
But he didn't stay.
Can't expect us all to be
Smart as Henry Clay."

"Need a man for troubled times?
Well, I guess we do.
Wonder who we'll ever find?
Yes — I wonder who."

That is how they met and talked,
Knowing and unknowing.
Lincoln was the green pine.
Lincoln kept on growing.

FROM: Allen and Allen: *Review Exercises for EFL*, T. Y. Crowell Co., N. Y.

THIRTY FIFTH WEEK ENRICHMENT
CONDITIONAL SENTENCES

CHANGE EACH OF THESE SENTENCES INTO A SENTENCE WITH *if* AND *not*.

EXAMPLE: Mr. Bell's car hit a taxi last night because he was driving too fast.

Mr. Bell's car would not have hit a taxi last night if he had not been driving too fast.

1. He was driving too fast because he needed to get home quickly.
2. He needed to get home quickly because his family was in danger.
3. His family was in danger because his house was on fire.
4. His house was on fire because there were many cans of paint in his basement.
5. There were many cans of paint in his basement because he was planning to paint his kitchen.
6. He was planning to paint his kitchen himself because he didn't have enough money to pay someone else high wages for painting it.
7. The fire started because the cans of paint were too near the furnace.
8. His car hit that taxi because he wasn't driving carefully.
9. He wasn't driving carefully because he was worrying about the fire.
10. He will have to go to court next Wednesday because his car hit that taxi last night.

FROM: Allen and Allen: *Review Exercises for EFL*, T. Y. Crowell Co., N. Y.

LAB I
CONDITIONAL SENTENCES

FILL EACH BLANK WITH THE CORRET FORM OF THE VERB
IN PARENTHESIS.

EXAMPLE: (to talk) If English-speaking people *talked* more slowly, we could understand them better.

1. (to speak) If we English perfectly, we would not be in this class.
2. (to know) If children as much as their teachers, they would not be in school.
3. (to brush) If every child his teeth every day, dentists would not be very busy.
4. (to drink) If your little brother more milk, he would probably be healthier.
5. (to pay) If nobody taxes, governments would not have enough money.
6. (to drive) If everyone his car more carefully, there would be fewer accidents.
7. (to spend) If every country more money on education, the world would be a better place to live in.

8. (to be) If I you, I certainly wouldn't write that letter.
9. (to have) If I \$5,000, I could travel around the world.
10. (to be) If all of the people in the world perfect, we wouldn't need policemen.

EXAMPLE: (to study) If Tom *had studied* more last week, he would have passed the test.

1. (to go) If you to that party last Saturday, you would have enjoyed it.
2. (to see) If Sally you there, she would have spoken to you.
3. (to look) If you under your desk yesterday, you would have found your pen there.
4. (to hear) If the teacher your question, he would have answered it.
5. (to ask) If you me that question, I would have been glad to answer it.
6. (to tell) If Tom me that he needed money, I would have given him some.
7. (to put) If you an airmail stamp on that letter, it would have gone faster.
8. (to listen) If they to me, they wouldn't have made that mistake.
9. (to visit) If you the United States one hundred years ago, you would have life very different there.
10. (to be) If there an important news in that letter, I wouldn't have thrown it away.

PAST UNREAL SENTENCES
REGENTS II - PP. 108

Here are some more conditional sentences of the type known as *past-unreal* conditions. For further practice with this type of condition, supply the correct form of the verbs in parenthesis.

1. If Henry had studied harder, he (pass) his examinations.
2. If I had had your telephone number, I (call) you.
3. If yesterday had been a holiday, we (go) to the beach.
4. If I had known about this last night, I (act) differently.
5. If he had attended class more regularly, he (get) a better grade.
6. If they had left earlier, they (catch) the train.
7. If I had been in your place, I (refuse) to give him the money.
8. If I had seen her, I (give) her your message.
9. If they had come on time, I (talk) with them.
10. If he had had more experience, he (get) the job.
11. If she had paid more attention in class, she (do) better on her test.
12. If they had invited me, I (go) with them.
13. If I had had the money, I (buy) that car.

14. If she had acted differently, we (take) her along.
15. If I had been in your position, I (go) with them.
16. If you had gone with us, you (meet) her.
17. If I had had a car last summer, I (drive) to California.
18. If it had not rained, we (go) on a picnic yesterday.
19. If you had come earlier, you (have) a fine dinner.
20. If she had told me the truth, I (be) less angry.
21. If I had known it was going to rain, I (take) my umbrella.
22. If we had hurried, we (get) there in time.

CONDITIONAL SENTENCES
REGENTS II - PAGE 103

1. If John studies hard, he (pass) his examination.
2. If I have the time tomorrow, I (visit) you.
3. If he doesn't hurry, we (miss) our train.
4. If the weather is good next week, we probably (go) hunting.
5. If it doesn't rain tomorrow, we (go) to the beach.
6. If you attend class regularly, you (learn) much English.
7. If they leave early enough, they (be) able to get tickets.
8. If Mary calls, I (tell) her about our change in plans.
9. If we decide to go to the beach, I (let) you know.
10. If it snows tonight, we (have) to stay at home all day tomorrow.
11. If the weather continues to be so cold, I (have) to buy some warmer clothing.
12. If I get a good mark on my examination, my parents (be) pleased.
13. If I have time, I (give) you a ring tomorrow.
14. If I have a car next summer, I (drive) to the beach every day.
15. If we have enough money, we (take) a trip abroad next summer.
16. If he works harder, he (earn) much money in that job.
17. If they get married now, they (have) to live with his parents.
18. If John comes before I leave, I (explain) everything to him.
19. If you go to bed earlier, you (be) less tired.
20. If you practice every day, you (play) the piano well.

CONDITIONAL SENTENCES

1. If John studied harder, he (pass) his test easily.
2. If I knew how to play the piano, I (play) every night.
3. If I didn't have to work today, I (go) swimming.
4. If John had more practice in conversation, he (speak) English better.
5. If he knew how to drive, he (have) fewer accidents.
6. If I liked languages better, I (study) French as well as English.
7. If John had the time, he (go) with us to Mexico.
8. If she spent more time on her homework, she (get) better grades.
9. If we studied together, we (make) more progress.
10. If I had an automobile, I (take) a trip to Miami.
11. If it didn't cost too much, I (go) by plane to Paris.
12. If I didn't live so far away, I (walk) to school every day.
13. If I had the money, I (buy) some new clothes.
14. If I knew her better, I (ask) her to go with us.
15. If I had the money, I (give) it to you gladly.
16. If I had a good book to read, I (stay) at home tonight.
17. If we left right away, we (be) there by 2:00.
18. If I took the noon train, at what time I (get) there?
19. If I (be) in your position, I would not go with him.
20. If today (be) Saturday, I would not have to work.
21. If the weather (be) warmer, we could go shopping.
22. If he (be) a friend of mine, I would ask him about it.
23. If I were you, I (explain) everything to him.
24. If today were a holiday, we (go) to Ogden and shop.
25. If I were not so busy I (go) with you.
26. If you were a millionaire, how you (spend) your money?
27. If she were my wife, I (tell) her a thing or two.

LANGUAGE LESSON PLANS			FOR LAB I		THIRTY-SIXTH WEEK
	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS	
SESSION 1	Provide additional speaking practice with conditional sentences. Pronunciation practice with the /t/ sound.	The conditional sentence requires continued practice and reinforcement. Consider following the same procedure as the last session with much student participation. Script A-9 may be helpful. See Speak-sheet P-15-V for suggestions on the /t/ sound.	Continuation of A-8 with conditional sentence competitions pronounced, drills with the /t/ sound. Short story on <i>Gettysburg Address</i> background; followup comprehension questions. Review the recitation of the <i>Gettysburg Address</i>.	Tape A-9 Cond. Sent. (cont.) The /t/ sound Speak-sheet P-15-V <i>Gettysburg Address</i>	
SESSION 2	Provide practice asking questions. Pronunciation practice: /pt/ /kt/ /ft/	Oral and/or written drills making questions by inverting order; review use of "did" with common irregular verbs; Demonstrate use of intonation when asking question; Develop awareness of /pt/ /kt/ and /ft/ endings. Refer to Script A-10 for suggested presentation. Speak-sheet S-17-V may be helpful.	Questions through inverted order; use of "do" and "does," "did" with past of common irregular verbs; practice with /pt/ /kt/ and /ft/ endings; original question completions; use of "what" "where" and "how" questions. Review <i>Barbara Frietchie</i> for independent practice.	Tape A-10 Quest. /kt/ /pt/ /ft/ Speak-sheet S-17-V <i>Barbara Frietchie</i> Model tape of B.F.	
SESSION 3	Evaluation: Administration of oral and written tests for screening: interview; listening discrimination; grammatical structures; pronunciation; reading; free expression; tense concepts; writing expression	Administer Test Tape 8910-W with tape-recorder and overhead projector. Use Form 8910-W for student test answer sheets and Tape Script 8910-W for preview to administering. Teacher readiness is important for proper sequence of the 15 transparencies, to be viewed in order at 8-second intervals.	Administration of Test Tape 8910-0 for screening of spoken English ability. Use series of 15 pictures and Form 8910-0 Reading Excerpt in each booth. Sample one-third of the class by designating every third student on the roster and providing him with a fresh 5-inch tape. See Script 8910-0.	Test Tape 8910-W Test Tape 8910-0 8910-W Answer Sheets 8910-0 Readings 15 transparencies 8910-W, 0 scripts Tape recorder Overhead Projector	

Week's Lessons Follow

M. Tape A-10

REVIEW OF QUESTIONS
PRONUNCIATION PRACTICE: /pt/ /kt/ /ft/ ENDINGS

M. Listen:

- F. Helen can speak English well.
- M. Can Helen speak English well?
- F. They must be here by ten o'clock.
- M. Must they be here by ten o'clock?
- F. She should spend more time on her English.
- M. Should she spend more time on her English?

M. Now, you change to questions:

- F. Helen can speak English well.
- F. They must be here by ten o'clock.
- F. She should spend more time on her English.
- F. I would like to see that movie.
- F. They have already left for Europe.
- M. They will be back next month.
- M. You may sit in this chair.
- M. He is making good progress in English.
- M. She was looking out the window at the time.
- M. They can meet us at two o'clock.
- F. You must tell him about it at once.
- F. She has finished her homework.
- F. A man is standing outside the door.
- F. The pen is made of steel.
- F. You can unlock the door with your key.
- M. He may call us later.
- M. The room was crowded with people.
- M. They have located the child at last.

F. Listen:

- | | |
|------------------------------------|--|
| M. They live in Chicago. | F. Do they live in Chicago? |
| M. He speaks Navajo like a native. | F. Does he speak Navajo like a native? |
| M. She often comes to visit us. | F. Does she often come to visit us? |

F. Now, follow the example. Change these sentences to questions. Begin with "do" or "does":

- | | |
|--|----------------------------------|
| M. They live in Chicago. | F. Do they live |
| M. He speaks Navajo like a native. | F. Does he speak |
| M. She often comes to visit us. | F. Does she come |
| M. Mr. Smith teaches us science. | F. Does Mr. Smith teach |
| M. They both study in the same class. | F. Do they both study |
| F. She speaks English with a slight accent. | M. Does she speak |
| F. They drive to work every morning. | M. Do they drive |
| F. We generally go by bus. | M. Do we generally go |
| F. The bus stops in front of the hotel. | M. Does the bus stop |
| F. We leave about 8:00 o'clock every morning. | M. Do we leave |
| M. John and his brother both speak English well. | F. Do John and his brother |
| M. Our dog barks at the slightest noise. | F. Does our dog bark |
| M. He has very sharp ears. | F. Does he have |
| M. Helen resembles her mother in many ways. | F. Does Helen resemble |
| M. She has the same nose and eyes. | F. Does she have |

F. Listen:

- M. They left for California on Wednesday.
 F. Did they leave for California on Wednesday?
 M. I saw them off at the station.
 F. Did you see them off at the station?
 M. She put all her savings in the bank.
 F. Did she put all her savings in the bank?

F. Now, follow the example. Change to questions. Begin with "did":

- | | |
|---|--------------------------------|
| M. They left for California on Wednesday. | F. Did they leave |
| M. I saw them off at the station. | F. Did you see |
| M. She put all her savings in the bank. | F. Did she put |
| M. They lost everything they owned. | F. Did they lose |
| M. The meeting began on time. | F. Did the meeting begin |
| M. Helen drove us in her new car. | F. Did Helen drive |
| F. Her father bought it for her. | M. Did her father buy |
| F. She had a Ford. | M. Did she have |
| F. I ate breakfast in the cafeteria. | M. Did you eat |

- F. They met us promptly at 8. M. Did they meet
- F. The dog slept in the sun all afternoon. M. Did the dog sleep
- F. I got your message when we got home. M. Did you get
- M. He thanked me for the present. F. Did he thank
- M. I sent them a telegram when we arrived. F. Did you send
- M. He spoke to me about his change of plans. F. Did he speak
- M. I told him about our agreement. F. Did you tell
- M. John failed his last examination. F. Did John fail
- M. The ship sailed at midnight. F. Did the ship sail
- M. Now, let's review those verbs.
- M. I'll say, "They left"; you answer, "Did they leave?" For example, listen:
- M. They left F. Did they leave?
- M. I saw F. Did you see?
- M. She put F. Did she put?
- M. Now, you follow the example. Begin with "did":
- M. They left M. The dog slept
- M. I saw M. I got
- M. They lost M. He thanked
- M. The meeting began M. I sent
- M. Helen drove F. He spoke
- F. Her father bought F. I told
- F. She had F. John failed
- F. I ate F. The ship sailed
- F. They met
- M. Pronunciation review.
- M. Listen and repeat:
- F. stopped M. talked F. laughed
- F. hoped M. liked F. coughed
- F. kept M. walked F. left
- F. slept M. looked F. telegraphed
- M. Listen and repeat:
- F. They stopped in Chicago and slept.
- F. We checked our suitcases and walked around the city.
- F. I wonder why he laughed when he left.

M. Listen and repeat:

F. passed	M. finished	F. watched
F. danced	M. wished	F. reached
F. noticed	M. rushed	F. touched
F. missed	M. cashed	F. scratched

M. They danced until midnight.

M. I finished my homework at nine.

F. We watched television last night.

F. We kept channel 2 on most of the night.

F. Listen:

M. Our teacher was sick yesterday.

F. Was your teacher sick yesterday?

M. Bill was absent yesterday.

F. Was Bill absent yesterday?

M. Doctor Jones is a Navajo.

F. Is Doctor Jones a Navajo?

F. Now, follow the example. Change to questions:

M. Our teacher was sick yesterday.

M. Bill was absent yesterday.

M. Doctor Jones is a Navajo.

M. They are very busy today.

F. Helen is a very tall girl.

F. His first name is George.

F. He is from Texas.

F. It is very warm today.

F. His suit was dark grey.

M. Change these sentences to questions:

F. William sat between Mary and me.

F. It is a cloudy day.

F. Helen will be back shortly.

M. They live about two miles from here.

M. She should spend more time on her homework.

M. These stamps are all stuck together.

F. Listen:

M. They live in Chicago.

M. Where

F. Where do they live?

M. He will be back at six.

M. What time

F. What time will he be back?

- M. He speaks Navajo very well. M. How well
F. How well does he speak Navajo?

M. Now, follow the example. Ask the question. Begin with the words you hear at the end of the sentence.

- | | |
|--|---------------------|
| M. They live in Chicago. | M. Where |
| M. He'll be back at six. | M. When |
| M. He speaks Navajo very well. | M. How well |
| M. He left early because he was ill. | M. Why |
| F. They'll be in Arizona for six months. | F. How long |
| F. He visits us twice a week. | F. How often |
| F. They moved to California for his work. | F. Why |
| F. She is seventeen years old. | F. How old |
| F. He teaches English. | F. What |
| M. He was driving at about sixty miles per hour. | M. How fast |
| M. His car is bright yellow. | M. What color |
| M. I left my books in the library. | M. Where |
| M. The bus is supposed to leave at two. | M. What time |

F. Now, complete the following questions by adding words of your own. Add at least three or four words.

F. For example:

- | | |
|------------------------|---|
| M. Where does Helen | F. Where does Helen go to school? |
| M. Where did John | F. Where did John learn to drive? |
| M. When will Mr. Smith | F. When will Mr. Smith leave for Texas? |

F. Now, you follow the example:

- | | |
|-----------------------------|---|
| M. Why is Mary | ? |
| M. What time did they | ? |
| M. Why has John | ? |
| M. How long has she | ? |
| F. When do we | ? |
| F. What time can she | ? |
| F. When should we | ? |
| F. What time does he | ? |
| F. How well can he | ? |

M. Now, complete these questions with words of your own. Add at least three or four words:

- F. Why didn't Helen?
- F. Why wasn't George?
- F. Why doesn't William?
- F. Why hasn't she?
- F. Why doesn't the dog?
- M. Why won't Helen?
- M. Why isn't your friend?
- M. Why didn't Mr. Smith?
- M. Why don't they?
- F. Why haven't they?
- F. Why can't William?
- F. Why wouldn't Grace?

M. This ends the lesson.

P-15-V

T and D SOUNDS

Say these words clearly:

tell	cigarette	eating	day	don't	good-by
two	wet	sitting	D	doing	could
12, 10	sit	button	do	didn't	would
talk	let	mountain	did	idea	should
tall	little	bitten	done	anybody	had
not	better	written	doctor	condition	find
got	butter	satin	December	good	hold
	later -	gotten	dollar	bad	read

Now, can you hear the difference?

tip - dip	matter - madder	two - do	bitter - bidder
bet - bed	wait - wade	latter - ladder	height - hide
rot - rod	satin - sadden	written - ridden	late - laid
tie - die	wrote - rode	bit - bid	light - lied
town - down	mate - maid	plate - played	dough - toe

Say these sentences. Be careful of your *t*'s and *d*'s:

Tell Dot to do it.	Try to talk English all the time.
Today is cold, isn't it?	The old roads are in bad condition.
This is a better bottle of pop.	You'd better put a little butter on it.
Can you tell me the time?	Sixteen times two equals thirty-two.
It was written by Mark Twain.	A good doctor wouldn't do that.
Ted had a good idea, didn't he?	Don't button the bottom button of your jacket.

THIRTY-SIXTH WEEK ENRICHMENT

WEEK 9

FOR PRACTICE OF /t/ MAKING THE SOUND

The sound of /t/ is made with the tip of the tongue. Place the tongue tip on the ridge behind the upper front teeth and bring it down quickly with a puff of air.

SOUND PICTURE: Ticking

"TICK-TOCK FUN"

TEACHER	"First the watch"	
GIRLS	"Tic - tic - tic - tic"	
TEACHER	"Then the clock"	
BOYS	"Tick-tock tick-tock"	
TEACHER	"Both in time"	
GIRLS	"Tic - tic - tic - tic"	AT THE SAME TIME
BOYS	"Tick-tock tick-tock"	
TEACHER	"They sound like one Clocks are fun"	
GIRLS	"Tic - tic - tic - tic"	AT THE SAME TIME
BOYS	"Tick-tock tick-tock"	

PLAY you are in a clock store. Think of all the different kinds of clocks you might see and hear. They all make the ticking sound; some loud, some soft, some fast, and some slow.

How does a Grandfather clock sound? A slow, heavy tick-tock On the hour it says bong-bong	How does a Chime Clock sound? Tick-tock, tick-tock It plays a tune for the hours.
How does a Cuckoo Clock sound? A quick, light tick-tock, tick-tock On the hour it says cuckoo-cuckoo.	How does a watch sound? A fast tick-tick-tick
How does an Alarm Clock sound? A sharp, quick tick-tock When the alarm goes off it rings and rings.	

USING THE SOUND: HOW THE /t/ is written.

LETTERS

t	sounds like	/t/ in <i>tell</i> , <i>later</i> and <i>boat</i> .
tt	sounds like	/t/ in <i>attack</i> and <i>better</i> .
d	sounds like	/t/ in <i>talked</i> and <i>asked</i> (past tense), but not in <i>spelled</i> , <i>sagged</i> and <i>robbed</i> .
th	sounds like	/t/ in <i>thyme</i> , <i>Thames</i> , and <i>Thomas</i> .
ght	sounds like	/t/ in <i>bought</i> and <i>thought</i> .
ct	sounds like	/t/ in <i>indict</i> .

FOR PRACTICE OF /t/

tot	straits	tots	beaten
testate	eighth	sweetmeat	mitten
tatting	students	tightness	Hottentot
letter	football	tutor	cotton
taste	twice	trotting	button
tomato	treatments	tattle	rattle
ticket	triteness	twenty	brittleness
protect	brightly	Fleetfoot	bottle
artistic	nighttime		gentleman
tentative	outward		scuttle

PRACTICE SENTENCES

1. The molten metal cooled and was beaten into brittle rattles.
2. Little children prattle to a kitten.
3. A gentleman in the Battery used a glottal plosive.
4. Rattlesnakes battled with a turtle.
5. The fundamental principle was upheld in Seattle.
6. A glutton from the mountains brought a bottle.
7. He wore ornamental mittens when he whittled.
8. Fatten the gentle beast.
9. Beetles annoyed the cattle in the cotton fields.

A tutor who tooted the flute
 Tried to teach two young tooters to toot.
 Said the two to the tutor,
 "Is it harder to toot or
 To tutor two tooters to toot?"

FROM: Allen and Allen: *Review Exercises for EFL*, T. Y. Crowell Co., N. Y.

TAG ENDINGS

ADD TAG ENDINGS:

EXAMPLE: It was raining when you left your house this morning, *wasn't it?*

1. People shouldn't be late unless it's really necessary, ...?
2. People always hope that things will be better soon, ...?
3. People don't usually eat their dessert before they have finished eating their meat and vegetables, ...?
4. Parents believe that their children should be both clever and good, ...?
5. In the United States, but travel doesn't cost as much as train travel, ...?
6. The movie that we saw last week was quite interesting, ...?
7. Let's listen to the radio program that the teacher mentioned, ...?
8. You won't be angry if I suggest something, ...?
9. Tom has been writing letters all afternoon, but he should be finished by now, ...?
10. You haven't forgotten what the teacher asked us to do for homework, ...?

EXAMPLE: Let's ask the teacher what that words means, *shall we?*

1. Let's ask Mrs. Hudson if we can help her in any way, ...?
2. Last night Mrs. Hudson made some sandwiches for her children to take to school today, ...?
3. Mr. Hudson is waiting for his son to help him cut the grass, ...?
4. He washed his car before he went to his office yesterday, ...?
5. Because there are few servants in the United States, children must help their parents with the housework, ...?
6. This cake that Tom's sister made is really delicious, ...?
7. When Tom's mother wasn't feeling well last night, Tom washed the supper dishes, ...?
8. American boys and girls often study together while they are in high school, ...?
9. Jim Cox has invited Sally Thompson to go to a movie with him next Saturday, ...?
10. Sally won't forget to come before midnight if her parents tell her to, ...?

FROM: Allen and Allen: *Review Exercises for EFL*, T. Y. Crowell Co., N. Y.

TAG ENDINGS

ADD TAG ENDINGS TO THESE STATEMENTS:

EXAMPLE: The first meal of the day is breakfast, *isn't it?*

1. In the United States, coffee is more popular than tea, ...?
2. There is usually fruit for breakfast, ...?
3. Rice isn't part of an American breakfast, ...?
4. There are often eggs for breakfast, ...?
5. There isn't usually any fish on the breakfast table, ...?
6. There is often hot toast for breakfast, ...?
7. Americans don't eat soup for breakfast, ...?
8. Many people like butter and jelly on their toast, ...?
9. An American husband usually goes to work immediately after breakfast, ...?
10. After that, his wife washes the dishes, ...?

EXAMPLE: People in the United States usually eat their biggest meal in the evening,
don't they?

1. Most people eat lunch at noon, ...?
2. They often eat soup, sandwiches, or salad at noon, ...?
3. Children don't usually drink coffee or tea, ...?
4. In the United States, men and women often drink milk, ...?
5. Bottles of milk are brought to the family's door every morning, ...?
6. Many school children eat lunch at school, ...?
7. Most men can't leave their work long enough for lunch at home, ...?
8. They must eat lunch in restaurants near their work, ...?
9. People in the United States usually eat meat, potatoes, vegetables, and dessert for
dinner, ...?
10. The children and their parents usually eat dinner together at about six o'clock, ...
.....?

FOR PRACTICE OF FINAL /t/
THE PUDDING

SOLO: Into the basin put the plums,
ALL: Stirabout, stirabout, stirabout!
SOLO: Next the good white flour comes,
ALL: Stirabout, stirabout, stirabout!
SOLO: Sugar and peel and eggs and spice,
ALL: Stirabout, stirabout, stirabout!
SOLO: Mix them and fix them and cook them twice,
ALL: Stirabout, stirabout, stirabout!

— Anonymous

Lucy Locket lost her pocket,
Kitty Fisher found it;
Not a penny was there in it.
Just the ribbon round it.

La, la, la, la, la, la, la,
Kitty Fisher found it;
La, la, la, la, la, la, la,
Just the ribbon round it.

A fat rat sat upon a mat,
A fat cat sat there too;
The mat couldn't hold both
cat and rat
So one had to move — can you
guess who?

— Audrey Heine

Put my clothes upon a chair,
Put my shoes beneath my bed,
Put my hands up for a prayer,
Be quite still until it's said,
Put my robe where I can find it,
Put! Put! Put! Put! Put! to bed!

— Agnes Curren Hamm

Hot-cross buns!
Hot-cross buns!
One a penny, two a penny,
Hot-cross buns!

Hot-cross buns!
Hot-cross buns!
If ye have no daughters,
Give them to your sons.